

BUSINESS EDUCATION

# forum

NOVEMBER 1961

VOL. 16, NO. 2

UNITED BUSINESS EDUCATION ASSOCIATION

A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION



In This Issue: TYPEWRITING, Shorthand, Bookkeeping, General Clerical, Basic Business, Distributive Occupations, Cooperation with Business, Professional Development, UBEA News

"What we first learn,  
we best ken."



[Scottish Proverb]



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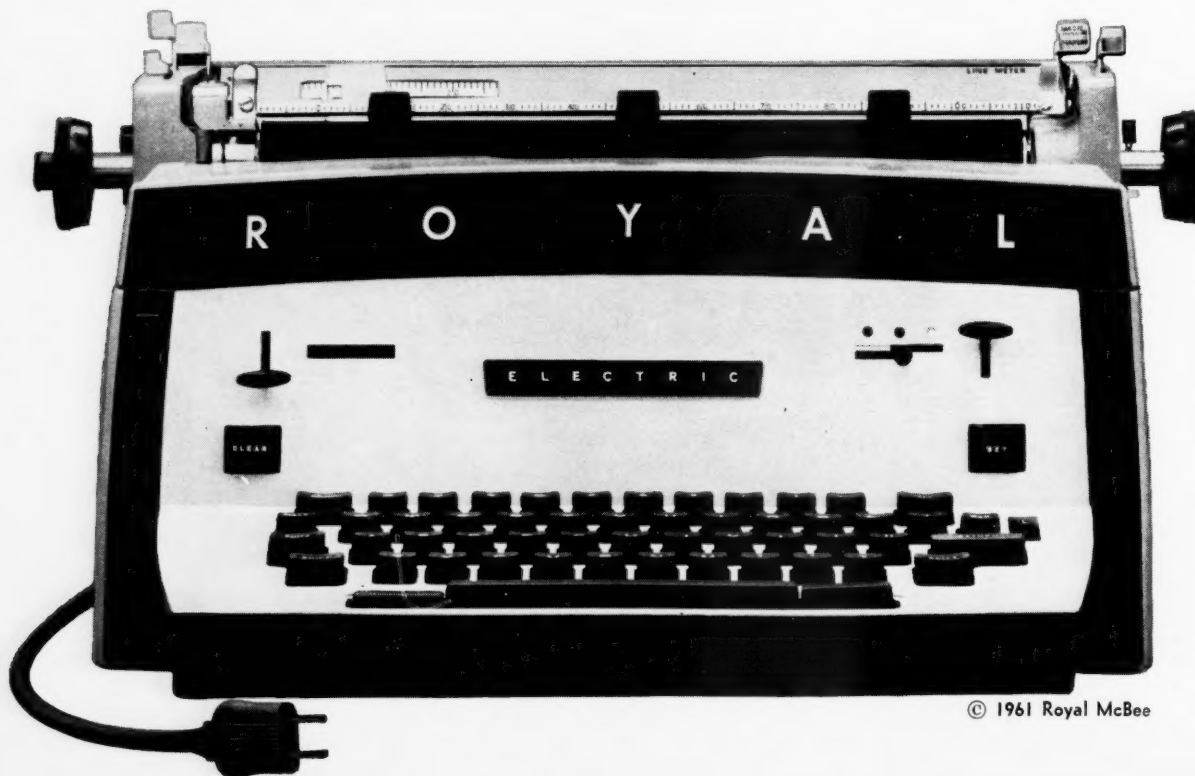
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# 1 HEADQUARTERS NOTES ubea

A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W., WASHINGTON 6, D. C.

Dear Member of UBEA

► With so much activity in the UBEA Headquarters Office and so much to write about in the UBEA HEADQUARTERS NOTES, we sometimes fail to mention items so obvious to the staff, but perhaps unknown to many of the UBEA members. For example, the new addition to the NEA Center, now under roof, should be ready for occupancy in March 1962. Six of the eleven floors in the new unit will provide parking space for use by the 1,000 employees at the Center. UBEA's staff (8 persons) will welcome the parking facilities as well as the convenience of additional office space. The new building occupies an area almost as large as the main building which was completed only three years ago.

► As you turn through this issue of BUSINESS EDUCATION FORUM, you will be most pleased to see what the editors have rounded up for your reading this month and for reference later. This issue of the FORUM provides a triple treat for business educators who subscribe to the UBEA comprehensive membership service. First, there is the FORUM itself; then, in addition, the Clip 'n Mail Coupon Service makes two new publications available without cost to members who pay the \$7.50 annual dues. There are other bonuses on the wrapper of this issue of the FORUM for all members regardless of the amount of dues paid.

It should be mentioned, too, that basic membership service can be changed to comprehensive membership service by sending to the UBEA Headquarters Office the mailing label clipped from the wrapper of the FORUM, a check for \$2.50, and a memorandum to authorize the transfer of name to the UBEA roster of comprehensive members. In return, the member will receive the comprehensive service card; the two new publications, if requested; and the four issues of THE NATIONAL BUSINESS EDUCATION QUARTERLY released in the year for which the basic service membership is presently listed.

Another triple treat in this issue of the FORUM is the advertising copy supplied by Royal McBee Corporation, International Business Machines Corporation, and Underwood Corporation. Each of the typewriters pictured can be seen in use at the NEA Center. The Royaltyper is a "stellar" attraction in the UBEA Headquarters Office. Inspection copies of the books listed in the FORUM are also on display in our office.

► The NEA-UBEA publication, "Business and Economic Education for the Academically Talented Student in the Secondary School," has just been released. Copies will be mailed this month to school administrators and other key persons in school systems. Although scheduled for release one year ago, the deferred release date is fortunate in that the publication now appears at a time when school administrators and the public are more willing to accept the idea of providing special classes for talented students and for teaching more business and economic education in the schools. This final publication in the series of 13 books that began with "Identification and Education of the Academically Talented Student" should add considerably to the prestige of business education. Our sincere thanks should go to the NEA, the Carnegie Foundation, and each of the persons who contributed to the production of this publication.



## HEADQUARTERS NOTES

Recently, the Carnegie Foundation of New York made an additional grant to NEA so that the special Project on the Academically Talented Student can be continued. The grant is for a two-year period in which the project director, Dr. Charles Bish, and his staff will visit school systems and meet with key persons in urban communities to determine what is being done and what can be done to implement the recommendations of conference participants and the reports published cooperatively by NEA and related groups. UBEA members are urged to meet with school administrators, curriculum committees, and other persons interested in the project on the academically talented student to outline the proposed course in economics, give direction to it, and possibly volunteer to teach the class for talented students.

"Business and Economic Education for the Academically Talented Student" bridges a gap that has isolated business subjects from the "mainland" far too long. The writers concentrated on economics, the more palatable segment that involves students in all curriculums, and treated the skill subjects only by implication and reference. Much of the material gathered for the publication, and for which space was not available in the final editing, will be released at a later date so as to round out more completely the broad program of business education for the talented student.

► There is no doubt about it - the pronouncements of the Policies Commission for Business and Economic Education promise to be one of the biggest things that has happened in business education for some time. The demand for the brochures, "This We Believe about Business Education in the High School" and "A Proposal for Business and Economic Education for American Secondary Schools," depleted our supply of copies at the UBEA Headquarters Office early in the summer. These brochures have been restocked and are available at a nominal cost (FORUM - Oct. '61, p. 47). An interesting side light is that the request for additional brochures and information for planning business education programs based on the recommendations of the Commission come in greater numbers from school administrators than from business teachers. It does take time and it does take dollars to provide the brochures and to answer the many letters concerning these pronouncements, but we do believe that both the time and the dollars are well spent. Two additional brochures are in process - one concerns vocational education; the other is being prepared especially for guidance counselors.

► UBEA's convention calendar for November is overflowing with state and regional meetings. The Central Region of UBEA meets with the Wisconsin Business Education Association in Milwaukee on November 3. Arnold Condon, chairman of CRUBEA, and members of the Governing Board have arranged a Professional Development Breakfast as the "eye opener" for the sessions. The Eastern Region Conference in New York on November 24 and 25 (page 37), is open to guidance counselors, school administrators, and other persons interested in business education. Special rates have been provided by the Sheraton-Atlantic Hotel for conference participants who register in advance. Conference and hotel registration forms can be obtained from the chairman of ERUBEA, Mary Ellen Oliverio, or from the UBEA Headquarters Office. The Southern Business Education Association's convention opens on Thanksgiving Day in Fort Lauderdale, Florida (FORUM - Oct. '61, p. 41-43). The president of SBEA, Reed Davis, was among recent visitors at the UBEA Headquarters Office.

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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892, and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946. BUSINESS EDUCATION FORUM was published under the title UBEA FORUM from March 1947 through May 1949. A Volume Index to BUSINESS EDUCATION FORUM is published annually in the May issue for member-subscribers. The contents are indexed in BUSINESS EDUCATION INDEX and in THE EDUCATION INDEX. The UBEA does not assume responsibility for the points of view or opinions of the contributors to BUSINESS EDUCATION FORUM unless such statements have been established by a resolution of the Association.



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BUSINESS EDUCATION

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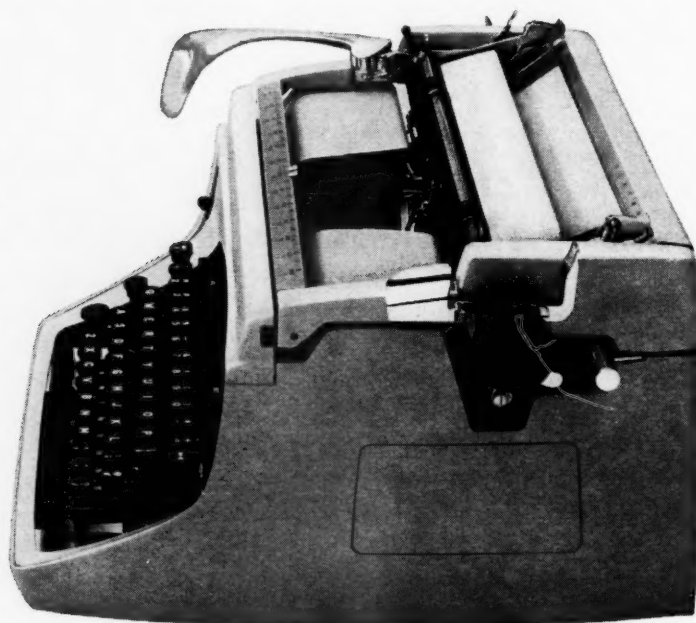
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### This Month's FORUM

The "70-minute hour" is an excellent leadoff for the outstanding Feature Section (pages 7-20) on typewriting, the basic tool of communication. Several basic trends in philosophy and methodology in the teaching of typewriting are woven into the feature articles—more concern about standards of excellence, a growing awareness of the need for turning out better students in a shorter time, and the developing of personal traits in the typewriting classroom.

The Services Section (pages 21-29) sets forth a little bit of everything—professional development, guidance and the business teacher, a class for the low-ability student, an adult distributive education program, and methods of better fulfilling the needs of business.

Action at the local, state, and national levels matches the exuberance shown by the contributors to this issue of the FORUM. A meeting of the Executive Board of the Central Region of UBEA, a business education conference sponsored by the Eastern Region of UBEA, the annual convention of the Southern Business Education Association, and numerous UBEA affiliated association meetings are all scheduled during this month. These and other news items are reported in the In Action Section (pages 31-42) along with a pictorial report on the 1961 UBEA Award winners and a prize winning speech given at the 1961 FBLA convention.

### Next Month's FORUM

A series of lesson plans and suggestions for teaching various phases of bookkeeping and accounting highlight the December issue of the FORUM. Thoughtfully tested plans and procedures provide the basis for these superb presentations. "A Practical Beginning," "Specifics for Intangibles," and "Let's Teach Our Office Practice Students To Think—Not Think!" are just three of the intriguing titles of the seven Services Section articles scheduled for next month.—D.C.C.

Editor: Typewriting FORUM  
HARVES RAHE  
Southern Illinois University  
Carbondale, Illinois

## Typewriting—A Basic Tool of Communication

THERE IS NO DOUBT about it. The typewriter is a basic tool of communication. And it is becoming more solidly established in that position every day. The typewriter is used everywhere—in schools, homes, offices, factories, stores—wherever people write. The typewriter is a vital part of the world today. What the automobile has done to transportation, the typewriter has and is doing to communication!

The end of the typewriter success story has not yet been written. As we move further into the 1960's, we find larger and larger enrollments in typewriting classes, more and more typewriters being sold every year, greater improvements being made in the machines themselves, more emphasis on better ways of teaching typewriting and in less time, and a more thorough dissemination of the knowledge we already possess concerning effective teaching procedures.

Since typewriting is of interest and use to practically all persons who communicate via the written page, teachers of typewriting have an unusual opportunity and responsibility to make typewriting rise in stature as a school subject and as a universal tool of expression. To accomplish this end, some teachers must adjust their teaching procedures. Three needed adjustments are:

1. Some of us permit our students to employ a partial "hunt-and-peck" system of typewriting. We do not insist that the keyboard be controlled by position. We do not require sufficient typewriting *with the eyes off the keyboard* to make the habit firm enough so that when the students are on their own they will continue to typewrite that way. All typists who complete as much as one semester of typewriting or more should develop a very firm habit and skill in controlling the keyboard by position and with confidence. How to do it? Sell and resell the students on the idea. Demonstrate repeatedly that it can be done. Provide plenty of purposeful practice daily in which typewriting by the touch method is *required*. Keep your eyes open when tests are given to see that this method is adhered to in the main. Grade students on their performance of this technique as well as on the quality and quantity of the finished copy they produce. The teacher has to be on his toes every class period, making sure that his students are typewriting properly—developing the techniques required.

2. Some of us permit our students to strike the keys lightly and unevenly. Students need to be shown, urged, reminded, cajoled, even forced—*repeatedly*—to strike all keys with a powerful, sharp stroke. Only by so doing can they attain speed, accuracy, and acceptable original and carbon copies. This is a most important point for all typists except those who use and will be using electric typewriters exclusively. It will definitely pay off to turn out typists who have formed the habit of really striking the keys—all the keys—powerfully, sharply, and evenly. Copy that is uneven in appearance (light letters mixed with dark letters) is definitely second rate in appearance. When that happens it is the typist's fault, and it is his teacher's fault for not having taught him to strike the keys powerfully, sharply, and evenly.

3. Some of us do not develop typists who can control automatically the number keys and special character keys. Some of us do not believe in teaching touch control of the number keys; others teach this phase of typewriting in a halfhearted manner only, with the result that automatic control of the number keys is not mastered by the students. The number and special character keys can and should be taught in such a manner and to the extent that they are mastered. Much of the copy typewritten today is composed of numbers and special characters; therefore, the development of automatic control of the number and special character keys must become an important objective to teachers and students of typewriting. It is not much more difficult to learn to strike the number keys by touch than it is to learn to strike the alphabet keys by touch. Modern typewriting textbooks have well-formulated plans and copy for teaching the number keys. After the number keys have been initially taught, they must be reviewed frequently—about twice a week. Ten-minute number drills each Tuesday and Thursday, for example, will usually supply the review needed.

If we are to do our part in maintaining and extending the typewriter as a truly basic tool of communication, we must eliminate some of the weaknesses in our teaching of typewriting. Only three weaknesses have been mentioned. No doubt you have thought already of other adjustments that should be added to this list. Let us *teach typewriting* so that the subject and the function itself will grow in stature and usefulness as well as in enrollments and number of ultimate users.—HARVES RAHE, *Issue Editor*



## the turning point in the teaching of typing



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students more proficient. For example, a unique storage system actually remembers — when necessary — one character while another is being printed, paces it out at a measured rate to level "typing flurries," improve typing rhythm.

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A NEW KIND OF TYPEWRITER...A NEW WAY TO WRITE!

## Formula for a 70-Minute Hour for Teaching Typewriting

by D. D. LESSENBERRY

University of Pittsburgh, Pittsburgh, Pennsylvania

Teaching typewriting has come to be more of a many "splintered" than splended thing. There is more to it than developing accuracy and speed, as all teachers know and as young applicants for work learn when they take their first employment test. These tests usually probe for evidence of general ability, the ability to follow directions, spelling competence, word discrimination, and also typewriting power. The increasing demand for wider competence in beginning workers and the decreasing time scheduled for teaching typewriting call for a 70-minute hour so we can get more done in less time.

The solution to the problem is more complicated than just getting students to work faster. It will be found in building competence in the basic functions of teaching, which have to do with (a) planning and organizing, (b) motivating and stimulating, (c) presenting and practicing, and (d) challenging and measuring. The purpose of this article is to suggest ways of planning and organizing so that more meaningful practice can be crowded into the teaching period without crowding the students or the teacher to the point of frustration.

It is stating the obvious to say that planning and organizing are basic to good teaching and that a known purpose for each lesson is imperative. Even the obvious may be given new meaning by emphasis and illustration.

If the purpose is to build speed, the student must be led to break through the ceiling of his typewriting control and explore new patterns of reading and typewriting response—and both teacher and student must ignore the error *temporarily*. If the purpose is to measure control, maximum speed should neither be expected nor permitted. If the purpose is to teach composing at the typewriter, more than a suggested topic is needed—perhaps an opening sentence or two will start the student off with the right idea.

If the young worker is expected to use good judgment and common sense on the job (as we know is true), some realistic classroom experience in using judgment should be provided. The student can be directed to typewrite a letter without reference to a placement table, center

a line without backspacing "once for each two letters," or typewrite a table by "guestimating," which is what he will do in an office. "Guestimating" doesn't mean rushing into a job without knowing how to do what must be done and then having to do it over. It is based on judgment that is derived from experience in typewriting material by exact directions. Exact placement comes first—and in typewriting, first things must always come first.

Superior students are often a headache to teach just because they get bored with repetitive explanations and the direction to "type it again" when they have already typed it quite well. They need projects of worth and meaning and difficulty—not unlimited repetitive typewriting. They will profit from some "do it yourself" practice—typewriting without specific directions as to form and arrangement, selecting their own work assignment, and determining the number of times a drill or a problem can be typed profitably. They are imaginative and creative and can do well on their own.

Purposeful planning and organizing can make good teaching superior teaching. This can change the boredom of superior students into the determination to seek excellence even in typewriting. It can change the indifference of the mediocre typists into a determination to do the best they can. This is the magic of teaching with a purpose and in planning and organizing to achieve that purpose.

It is easy to say that we must get more done in less time, have a purpose for every lesson, teach spelling, develop good judgment and common sense—all this and typewriting too! But how? The answer is found in a formula for a 70-minute hour:

Homework + extra work to take up the lost minutes in the classroom + brief performance review drills = the 70-minute hour.

A few illustrations of appropriate homework, extra work, and brief performance review drills will make the formula clearer.

***A brief performance review can be an effective means of recalling details.***

Assignments for homework can be made often if not every day. During the keyboard presentation, the home practice of words selected from the day's lesson will help to fixate the new reaches and speed up the keyboard "mastery." These words can be written with pencil near the close of the period if the class practice paper cannot be taken home. Mental typewriting is good typewriting. The fingers should make the reaches on a desk or table as the letters of the word are "thought typed." This is effective practice for learning to typewrite figures and symbols, too.

Later in the semester, each student can bring to class a dozen words selected from the front page of the daily newspaper. Another day the words can be taken from the sports page, the editorial page, or the financial page. These will be typed the next day from the pencil list (good script practice). Each word can be typed several times for spelling-typewriting practice, divided for syllable identification, defined or used in a sentence to make certain the meaning is clear, and used in many different ways. At first the student can typewrite from his own word list; then he can exchange lists with a student seated next to him. All handwritten word lists should be collected and kept for use with other classes or for the "forgetters"—those who forget to do their homework. For these, the most difficult lists should be used!

There are other good home assignments that can be made. Let the students learn about the special service mechanisms from the pamphlet published by the manufacturer of his typewriter. Get a copy of the pamphlet for each desk. Home study of "How to Change a Ribbon" will reduce class time needed for teaching this activity. Neither a typewriter nor a textbook is necessary for effective home work in typewriting, but both can be used to advantage if they are available.

**Extra Work for the Lost Minutes**

Some lost minutes are probably inevitable, but the fewer, the better—the more skill the students will develop. Extra (and extra rich) projects to take up the lost minutes should be planned. These need not and should not be repetitive typewriting of work that has already been done acceptably.

Composing at the typewriter can be a very rewarding activity without having to be time consuming. Composing needs to be highly motivated if it is to mean much. If the students are asked to write a letter to a friend, most of them won't have a friend—at least one to whom they have something to say in a letter the teacher may read. Such an assignment is too forced. It is too much like play acting at the typewriter. Still, if the typewriter is the "tool of communication" we say it is, we must teach our students to typewrite as they think.

A good start can be made with a duplicated page of interesting quotations, maxims, and humorous sayings. Have these typed in the left column with four or five spaces following each. Keep the right column blank for notation of names of the students who write some short

paragraphs under some such title as "What It Means to Me." Pages of quotations such as the following can be compiled without much difficulty and used effectively:

1. "Too many people talk too much and don't roll up their sleeves often enough."—Dr. Albert Schweitzer
2. An idea is a funny little thing that won't work unless you do.
3. Success doesn't come to you, but through you.
4. If you have your feet on the ground, you can't fall very far.
5. "Try to judge no man until you have walked at least two weeks in his moccasins."—Sioux Indian Saying
6. A rolling stone gathers no moss.
7. Are you working on the solution, or are you a part of the problem?

It takes time to think, but use of 3- and 5-minute timings will discourage groping for words and will take up the last (and often lost) minutes of the period. Students will learn to compose more readily and with greater facility of expression than when they have to push a pen.

These short compositions can be corrected with pencil at home and used for rough draft typewriting the next day. Have students exchange rough drafts often. Let them confer if difficulties arise in deciphering the rough draft. This "talking with a purpose" will let them learn to work under distractions and amidst noise, which businessmen say beginning workers must learn to do.

There are other ways to supplement the textbook with rough draft and script problems. Use corrected transcripts from the transcription class; form letters that come through the mail to which you add name and address, corrections in wording and form, an extra sentence or two for the closing paragraph or as a postscript; and forms and tables clipped from newspapers and magazines.

Forgetting starts as soon as learning begins—and it gains a lot of momentum very quickly, we know. A brief performance review—perhaps a one-line drill—can be an effective means of recalling the detail that may keep a typist at the peak of excellence.

It isn't necessary to typewrite a full-page tabulation to get practice in setting the stops for columns. The full-page tabulation provides needed practice in typewriting figures and in handling the tabulator mechanism, but the one-line drill will serve as a quick recall of how to set the stops for the columns.

**Letter Parts**

The slowing-up portions of letters are the opening and closing lines and special lines in the body, such as tabulated items. One-minute writings on these slowing-up parts will improve letter typewriting skill. Five-minute writings on the whole letter will provide motivation for the repetitive writing that is needed.

Two- and three-page letters are dull to copy and boring to correct, but they are a "fact of business life" and students have to know how to typewrite them. The difference between these and the usual one-page letter is



**The best way to help students develop correct habits is to observe them during every stage of skill development.**

the heading for the additional page. The heading isn't practiced often enough for the form to be remembered. After the two-page letter has been taught, a second-page heading can be called for with any letter. Have the letter turned over and the heading typed in correct form for the second page.

#### **Form Fill-Ins**

A good deal of office typewriting calls for skill in (a) gauging the line and word, (b) typewriting outside margins, (c) using the variable line spacer and the line finder (ratchet release), and (d) typewriting on lines and between lines. Each of these skills can be recalled in a brief one-a-day 3- to 5-minute drill. After a sentence has been typed, have the paper removed, then reinserted, the line and word gauged, and the first and last words typed over. If the overtyping is "fuzzy," have it done again with another sentence.

Dictate the figures 1 to 10 and have these typed in a column at the left margin. In addition to practice in typewriting figures, a quick recall is made of (a) the alignment of 0 under 9 and (b) typewriting outside the left margin.

Have a 3-inch line typed, then have the current date centered on the line. Apply this skill to typewriting the title on a manuscript page to be bound at the left with a 1½-inch left and a 1-inch right margin; then apply the skill to typewriting columnar headings. A pencil line or a line typed anywhere on the page with the date centered on it is all that is needed for this excellent performance recall.

There is much to do in teaching typewriting and little time in which to do it all, but homework + extra work to take up the lost minutes + brief performance review drills will equal a 70-minute hour, and that will enable us to do more in less time. Try it. It really works. # #

## **More Teaching and Less Grading in Typewriting**

by **MEARL R. CUTHRIE**

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There are two things that cause considerable concern among business educators about the teaching of typewriting. One is that many administrators seem to believe that anyone can teach typewriting, and the other, there is more grading of papers in typewriting than in any other course taught in our secondary schools and colleges. The main reason many administrators believe that anyone can teach typewriting is their observation of typewriting classes operating with the teacher out of the room or with the teacher sitting in the front of the room grading papers.

Grading and evaluation are certainly part of teaching but they cannot be considered teaching *per se*. In most courses, evaluation is concerned with a mere sampling of the student's total accomplishments in the course. In some courses this sampling may be in the form of a six-week test or a test at the end of the semester. In other courses, the evaluation may involve several tests or a sampling of the student's work. The main purpose of evaluation is to inform the student of his standing in the class and to provide the basis for remedial instruction.

Typewriting is a skill and teachers should be most concerned with discovering what the individual student does not know or what he is doing wrong. Then these students should be given the opportunity to change their habits or to learn what has not been learned.

In typewriting we should be much more interested in what skills and habits the student has at the end of the

period rather than at the beginning of the period. The beginning typewriting student could be very poor during most of the year, but if he could typewrite 60 words a minute accurately at the end of the year both he and the teacher would have the real satisfaction of knowing that he had learned to typewrite. Some individuals can actually be retarded in their final skill because of low grades received during the early development stages in the learning process.

The major emphasis by the teacher and student should be placed on ways to improve during the early stages of learning to typewrite. During all stages of the typewriting course, the student should understand what he needs to do to improve his skill. Personal conferences with the teacher and written evaluations by the teacher help the student understand his errors and motivate him toward a more complete final skill.

#### **Development of Habits**

During all stages of learning to typewrite, and particularly during the early stages, it is important for the student to develop correct habits such as correct stroking, returning the carriage, proofreading, eyes on copy, and correct posture. These habits form the basis for the final skill achieved by the end of the course.

The best way for the teacher to help students develop correct habits is to observe them during every stage of skill development and be certain that they are using

### ***A sampling of papers is sufficient for guidance, evaluation, and remedial instruction.***

correct techniques. Once a bad habit has developed and is practiced, it becomes more and more difficult to change. The teacher who is constantly walking around the room helping individual students is teaching typewriting. Grading of papers during the habit-development stage can be a teaching process only if the student and the teacher attempt to understand why a mistake was made, and how it can be corrected.

Some teachers and students believe that the teacher's walking around the room makes students nervous. This is a ridiculous idea because most students working in offices are going to have people walking behind them and looking over their shoulders many times during the day. Teachers who continually move about the room help each student develop the habit of working when someone is looking over his shoulder. A good typewriting teacher will make every attempt to assure students that he is there to help them and not to hinder them.

There is no substitute for demonstration in the typewriting classroom. This demonstration may be in the form of the teacher using a demonstration stand in front of the room; each student demonstrating good typewriting techniques; the teacher sitting at a student's typewriter and demonstrating good techniques; the use of television receivers; or the use of audio-visual aids, such as filmstrips, movies, and posters. Telling the student how to use the typewriter is one thing, but letting him *see* how to use the typewriter correctly is far more important in the development of correct habits.

Most American students want to think for themselves; they also like to experiment with their own way of doing something. The teacher should not become discouraged when a student does not perform a particular typewriting technique in the correct manner the first time. He needs to be sold on correct techniques, and in some cases he will want to experiment with his own way of operating the typewriter.

This is another reason it is extremely important that the teacher be circulating around the room at all times. As soon as the teacher observes an incorrect technique, he can help the student correct the technique by showing him how to do it correctly and by telling him why the teacher's way is better than the student's way.

Some students do not learn to proofread in typewriting because the teacher convinces them they do not have the ability to do things correctly. A teacher who grades every single paper indicates to the student that he does not believe the student is capable of checking himself. The student may even reach the point where he thinks, "Why should I even proofread this paper; the teacher is going to do it anyway."

In the office a typist is expected to do acceptable work. The supervisor will merely check a sample of this work. The student should be given every opportunity to check his work and the teacher should show confidence in the student by accepting his evaluation. Certainly there will be some mistakes that are overlooked, but typewriting teachers need to help students develop this self-con-

fidence. A sampling of papers is sufficient for guidance, evaluation, and remedial instruction.

In many instances the manner in which the typewriting exercise is performed is much more important than the end result. Students can be encouraged to try to use correct techniques, even if the teacher does not grade these practice papers. If the student knows the teacher is going to pick up the paper and grade it, he may use techniques such as looking at the keyboard, using the incorrect finger on a particular key, and using incorrect carriage throw because the teacher has indicated to him that the end result is more important than the manner in which the result is obtained. Every student will make errors when he is trying to learn a new technique. The teacher should indicate that he realizes these errors will be made, but that with practice these errors will be eliminated. The teacher can encourage the development of correct techniques by choosing the right time to collect samples of the student's work. The best time to collect these samples is *after* the student has developed a particular skill.

The teacher can sample each student's work by observing from in front of the room. For example, the teacher could observe the carriage throw of each student during a few minutes of practice, or he could observe whether or not each student was keeping his eyes on the copy. Suggestions can then be made to the class or to individual students for improvement.

A good teaching technique is to choose a good time psychologically for collecting papers for evaluation. This time is when the majority of students are doing a good job and the teacher will be able to say, "well done," to most of the members of the class.

#### **Individual Conferences**

The teacher can sample the student's work systematically by having selected students bring their work to the teacher's desk, or better yet, by sitting down at each individual's desk and going over papers with him. This procedure gives the student opportunity to ask questions when the teacher says, "I think this letter should be higher on the page," or "You have flying capitals," or "There should be two spaces between sentences." This method also gives the teacher an opportunity to tell the student *how* he can correct his mistakes.

Even in large classes, the teacher can talk with each student individually two or three times a week. Of course, the teacher will want to give more time to the students who are having trouble developing correct habits. Students who develop correct habits early in the learning process can be permitted to practice these habits with fewer interruptions.

This individual sampling should not be done on an alphabetical or a seat to seat basis. The sampling should be done at random so that no student can predict when the teacher is going to discuss his accomplishments with him. It would be a good idea to talk with one student two or three days in a row, so that he will not get the

### ***The development of habits is more important than the grading of papers.***

idea that once you have talked with him it will be three days before he will have to worry about an individual conference again.

After the keyboard has been mastered, and in advance typewriting courses, each student should keep a folder of his work. He should be taught to keep the latest work in the front of the folder. Then the teacher can sit down with the student during the class period and go through his work with him, making comments and marking his papers so that he will get full benefit from the grading process. Using a check mark or some other means of identification will enable the teacher to tell how far he has gone through each student's folder. Then as the teacher confers with the student from time to time, it will be a simple procedure to start where the last evaluation was made.

The actual grading under the "folder process" can take place during the conference with the student, or the teacher can pick up the folder from time to time and record grades in his grade book. The folder procedure gives the student experience in keeping his completed work in order, and gives him reference material which will help him improve his skill.

#### **Realistic Testing**

The teacher can save time and add a bit of reality to the typewriting classroom by assigning a test problem and grading this problem during the class period. The test problem should be broken into several parts. It should be long enough to keep the best student busy during the entire period. The teacher circulates around the room and as the first student finishes part one of the test, the teacher evaluates this part and either accepts it as mailable work or returns it to the student with suggestions for correction. At the end of the class period perhaps one student will still be trying to complete part one satisfactorily while another student may have completed several parts satisfactorily. This procedure informs the student almost immediately whether or not his work is acceptable. This method also saves time for the teacher, because in some cases, practically all of the test will be evaluated by the end of the class period.

This method encourages the student to do acceptable work rather than letting him develop the idea that two or three errors on a problem is passing. If a student makes frequent errors, he may still be trying to do the first problem correctly at the end of the period.

The procedure of having one student evaluate another student's work is not too favorable with the students for two reasons: (a) they do not believe that other students have the ability and background to evaluate typewriting papers, and (b) they think the teacher will do a better and fairer job. The teacher should help students understand how they can profit from student evaluation. Many typewriting students will have supervisory positions sometime in the future and this procedure gives them an experience in evaluating other people. At sometime during their careers, most students will be supervised by

people with whom they do not agree. This method of evaluation gives the student the opportunity to be evaluated by others, and to learn to accept this evaluation even though he does not agree with it.

During the class period the typewriting teacher should be teaching typewriting constantly. He should be working with the students collectively or individually and *not sitting at his desk grading papers*. There may be a few exceptions to this statement, but more students will learn how to typewrite effectively if the teacher spends most of his time with the students.

The development of habits is more important than the grading of papers. It is just as easy to develop correct habits as it is poor habits. It is just as hard to change poor habits in typewriting as it is to change poor habits in any other area of human endeavor. The main effort of the teacher should be directed toward the development of correct habits.

The final skill is the important thing in typewriting. Many errors will be made during the learning process. The number of these errors should not be emphasized. The important teaching aspect of these errors is how the student can correct them.

There is no substitute for demonstration in the typewriting classroom. The more of the student's senses that can be utilized in the learning process, the better the learning.

Students must learn to evaluate themselves if they are to be successful office workers. It is important that typewriting teachers do not teach their students to depend upon the teacher to find errors and make corrections. Every opportunity should be given the student to evaluate his own work and to guide his improvement in typewriting techniques.

Many methods can be used to relate rating and evaluation to teaching in the typewriting classroom: individual conferences with students, group evaluation, student evaluation, self evaluation, test evaluation, and folder evaluation. All of these can be accomplished in a manner that contributes significantly to the learning process and saves the teacher's time.

Any grading or evaluation procedure used merely to obtain a letter grade for the course in typewriting is not worth the time of the teacher or the student. True, it is necessary for the teacher to have a basis for the letter grade given to the student at the end of the grading period. This grade should come about as a by-product of the teaching-testing procedure.

Don't worry about grading in the early stages of learning typewriting, or in any stage where new material is introduced. The final skill is the important thing. Wouldn't it be wonderful if all of your students could meet your standards at the end of the first semester, and it would be necessary for you to give each student an A. The teacher who spends more time teaching and less time grading is more likely to accomplish this than the teacher who spends most of his time grading and very little of his time teaching.

# #



# Inspiring Desirable Personal Development in Students of Typewriting

by IROL WHITMORE BALSLEY

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The teacher of typewriting has an enviable opportunity to help students develop desirable attitudes, character traits, and work habits that will serve them well in adult life. In a well-taught typewriting class, the student not only acquires skill in the use of a basic communication tool, but also strengthens his ability to work independently, to apply knowledges and skills in the solution of problems, to function effectively in a situation in which he must rely on himself for the completion of a job and yet in which he must be considerate of the rights of others. He must work in harmony with those with whom he shares equipment and supplies. This unique opportunity for growth in the area of attitudes, traits, and habits of work can be exploited by the teacher through skillfully planned classroom procedures, through efficient organization of course content, through his activities during the class sessions, through his personal example in attitude and behavior, and through setting high standards toward which his students will strive.

A positive attitude on the part of the teacher is a prime requisite to the utilization of the opportunities afforded—an attitude of expectation of proper behavior rather than one of improper behavior, an attitude of confidence that the students are as eager to progress as he is to have them progress. Such an attitude can be the teacher's only if he senses the possibilities that exist in the typewriting course for more than technical skill development. A teacher with a heavy teaching load may be sorely tempted to "monitor" a typewriting class rather than to "teach" it, but to do so is to miss an opportunity for the most rewarding type of teaching—that type which brings the students to an awareness and possession of some desirable characteristics of adult behavior even as it brings them to a satisfactory level of skill in typewriting.

## Satisfactorily Completing a Job

The habit of staying with a job until it has been completed satisfactorily can be developed in the typewriting course. To insure the acquisition of this work habit, however, instructional materials must be well planned. Problems to be solved must have been analyzed for difficulty and arranged from simple to complex so that satisfactory completion of each job is within the realm of possibility. For example, in the area of letter writing, the teacher must have analyzed carefully each letter to ascertain the

problems contained in it. Letters with the fewest and simplest problems must be assigned first and be followed by letters in which the problems are of gradually increasing difficulty. For example, multiple carbon copies should not be included in the problems to be faced until the students have had the opportunity to acquire some facility in typewriting one and two carbon copies. Assignments should not have items included that complicate attractive placement until students have had experience with "skeleton" letters; that is, such letter "lengtheners" as subject and attention lines, postscripts, and special mailing notations should not be injected into the problem letters until the students have gained experience in typewriting the simplest letters from the point of view of arrangement.

Well-planned classroom procedures should include a carefully worked out time schedule so that satisfactory completion of a job will be within the realm of possibility. The student must have time to evaluate his work to determine its acceptability. In other words, he must have time to proofread his typescript and to correct any mistakes he may find. Proofreading is a difficult skill to acquire, and the student will need assistance from his teacher in developing it. One of the most important activities of the teacher during the class session is inspecting the work of the student to determine whether the student has been able to evaluate his typescript successfully. If he has overlooked an error, the master teacher will help the student find his error by skillful questioning; he does not directly point it out to him, since that would not develop his skill in self-evaluation. The approach of the teacher to the student who has undetected errors is all-important—it must be one of confidence that the student has not yet mastered the technique of proofreading, not that he knowingly submitted a typescript with errors on it. The teacher must be frank to admit that proofreading is not easy but that the skill *can* be acquired and is well worth the necessary effort. The teacher's role in helping the student acquire the habit of satisfactorily completing a job requires a combination of footwork and headwork as the students practice.

## Working Calmly Under Pressure

Whatever the field of endeavor, pressure of time is a commonly experienced phenomenon. Steadiness in work-

### ***The basis for measuring output must take into consideration the difficulty of the job undertaken.***

ing under pressure can be acquired in the typewriting class by having students typewrite under timing so frequently that they become accustomed to it.

If students have not had sufficient experience in working under pressure in practice situations, they will almost certainly "blow up" in a test or in real-life situations. Not only does working under timing develop an essential work habit, but it also adds zest to the students' typewriting activities. They respond to the stimulation of working under timing; they like to "beat" their old records.

The teacher must exercise care in choosing a basis for measuring output. The basis must take into consideration the difficulty of the job being undertaken. In one instance, the satisfactory completion of one 150-word letter would conceivably justify a word of commendation; in another instance, not less than two 150-word letters would be regarded as excellent performance. A graduated words-a-minute scale for an entire term has only limited usefulness; rarely are the problems for any two periods exactly parallel in difficulty. If records are kept of performances on a particular exercise for several terms, a reliable words-a-minute basis for rating that one problem may be determined. Perhaps one of the most defensible plans for rating output is that of basing an evaluation on the best two or three performances on each type of activity during the term. Under that plan the student has an opportunity even on the last day of the term of improving his record.

#### **Efficient Organization of Supplies**

The habit of organizing supplies for efficient use is one that can be developed in the typewriting class. The teacher has a direct responsibility in the development of this habit. He can lead the students to an appreciation of the "cost" of disorganization by timing them on the performance of certain isolated skills and knowledges that are component parts of the typewriting process. For instance, he can time the students on assembling a carbon pack of one original and five carbon copies with their supplies in various arrangements on or about the desk. He can time them on assembling a carbon pack several different ways operating from the same arrangement of supplies.

The students can be timed on erasing and correcting mistakes with the necessary supplies in various locations on the desk. They can be timed on erasing and correcting mistakes when the mistakes are located while the typescript is still in the machine and on erasing and correcting mistakes when the errors are discovered after the typescript has been removed from the machine. Timing is infinitely more effective than simply telling the students what arrangement of supplies is most efficient.

#### **Following Directions Precisely**

The habit of following directions precisely is one that is difficult to develop, yet it is one of the most valuable to acquire. Most typewriting jobs involve numerous

details, and attention to each of them is a skill requiring considerable practice. This habit ties in closely with the first one discussed—that of satisfactorily completing a job.

The teacher plays a significant role in the students' acquisition of this habit. First, he must be sure to give directions clearly and completely so that there is no need for questions for clarification. Second, he should insist that students make written notes of all directions, even the seemingly simple ones. Third, the teacher must refuse to accept work in which directions have not been followed, even though the job is acceptable in all other respects. The admonition to "watch that next time" will never bring about the habit of following directions precisely. "Avoid mental notes" is a slogan well worth writing on the chalkboard. This habit cannot be developed if students are allowed to ask other students for repetition of directions. If typewriting is done under timing, students will have incentive to listen carefully when directions are given; they will also be hesitant to lower some other student's rate by asking for help.

#### **The Habit of Neatness**

Neatness is a habit of major value. Its presence or absence is easy to detect, of course. Here, again, the teacher plays a vital role in its acquisition. He must show students *how* to achieve clean copy. First, neatness can be stressed in teaching efficient organization of supplies, as discussed earlier.

Second, the teacher must accept only clean typescripts. Since cleanness of copy requires ability to erase and correct errors expertly, the teacher must give proper instruction in erasing and correcting of mistakes. The teaching of good techniques takes time, and the development of proficiency in those techniques takes even more time. Too often erasing is *presented* in a few minutes of class time and then the development of good habits is left to chance. Students need practice in using various types of erasing supplies, and there should be frank discussion of the advantages and disadvantages of each. Students should have the opportunity for *planned* practice in erasing and correcting of various types of errors. In those practice exercises, such techniques as protecting surrounding copy, erasing punctuation marks, preventing offset, and correcting errors detected after removal of copy from the machine should be taught.

Techniques of removing smudges from copies or of roller marks from carbon copies should be explained. Keeping the keys clean (discussed in connection with the next habit) is basic to neat copy. A teacher who would develop the habit of neatness cannot afford to accept any work that has been typed with clogged keys.

Teachers who want to develop the habit of neatness should introduce erasing and correcting techniques early in the course—preferably before moving from straight-copy work to problem work—so that a high level of skill can be achieved. The master teacher realizes that to delay instruction in correcting techniques in order to

**Promptness in arriving for work is a habit that can be developed in the typewriting classroom.**

avoid the necessity of reminding the students to move their carriages when erasing is to fail in his obligation to provide top-level instruction. Repeated reminders are a natural part of teaching in developing such a habit.

**Properly Caring for Equipment**

Properly caring for equipment is a habit that is of inestimable value, and the typewriting class provides an excellent setting for its development. Classroom procedures can be followed that will provide for the acquisition of good habits in machine care.

The acquisition of this habit necessitates the availability of certain minimum equipment. A type brush and a long-handled brush can be kept in the drawer of each desk. The students can be taught to clean the type when they enter the typewriting class and to clean out the erasure crumbs from the carriage rails and off the table at the close of the period. If there is no drawer in the typewriting table, a supply of each type of brush can be placed in a box at the front of the room or on the teacher's desk; and the students can pick up the brushes upon entering the room and replace them as they leave. This procedure takes only a few minutes and is of sufficient importance to justify the time devoted to it. If equipment is properly cared for, no typescript will be typed with clogged keys; in other words, the habit of caring for the typewriter helps with another habit—that of neatness.

Proper care of equipment includes changing the ribbon whenever necessary for clear, readable copy. Here, again, the teacher plays a key role, for he must provide for ribbons to be changed often enough to enable the students to acquire facility in this skill.

Ribbons should be changed several times during the term by each student in each class. Actually, ribbons can be changed by four different typewriting classes on the same day, if necessary. All that is needed is two ribbons for each machine. If the ribbon being taken off is still usable, it is returned to the teacher or placed in some designated drawer or box. A different ribbon is placed on the machine. If ribbons are changed in the next period, the ribbons removed during the first period are placed back on the machine. Whenever a ribbon is worn out, it is thrown away; and an unused ribbon replaces it in the supply drawer or box.

Ribbon changing should be done at the beginning of a period, not at the end. In that way, a student who puts on a ribbon incorrectly will have an opportunity to discover and correct his error. Also, the machines will be left in working condition so that the activities of the next period will not be disrupted by ribbon trouble. To take care of dirty fingers, the teacher can have damp paper towels available or some commercial handcleaning product; the problems involved in having students go to rest rooms to wash their hands can be avoided.

Promptness in arriving for work is a habit that can be developed in the typewriting classroom. The teacher must be prompt in arriving for the class and in starting



*Rooks Photo, Courtesy Brunswick Corporation*

**PREPARED FOR BUSINESS . . .** Personal traits such as maturity, promptness, care of equipment, efficient organization of supplies, neatness, and respect for others have more meaning to students when they have an understanding of business in action.

class activities if he is to encourage the students to be prompt. An example of promptness is a hundredfold more effective than exhortation without example.

A carefully planned schedule of each hour's activities is essential. If the students know that a certain type of timed activity will take place as soon as classwork officially begins, they will be quick to clean their type bars and to arrange their materials correctly so that they can "warm-up" for the timing that is to follow. For example, if students know that the initial activity will be a timing on a carriage-throw drill, they will be eager to practice for it. If the first activity will be a timing on a stroking drill, then that will be the clue for their warm-up activity.

Promptness in attacking production work can be developed if the typewriting is done under timing. Also, promptness in handling homework assignments can be a habit if the teacher refuses to accept late work except for reasons such as illness.

**The Trait of Maturity**

The trait of maturity has many facets. In the typewriting classroom, students can be taught to accept criticism in good spirit—one facet of maturity. The teacher has a responsibility to give constructive criticism. Scolding is not good criticism. It assumes that a person has failed because he is not making an effort, because he is stubborn, or because he wants to make trouble. The manner in which the teacher gives criticism plays an important part in the student's developing the proper attitude toward it.

A teacher may find it helpful to spend a few minutes explaining that constructive criticism is a valuable aid to the learner and that it should be welcomed. Criticism may prevent wasted time and effort; it may point to a cause of difficulty that the individual concerned could not see, thus providing a short cut to improved performance. A person can make a stupid mistake without being a stupid person.



**An attitude of respect for others includes respect for their property, their abilities, and their time.**

The teacher must keep constantly in mind the fact that habits are not formed as a result of one performance but as a result of many performances; therefore, reminders will have to be given several times before a way of doing something becomes a habit.

Frequently the mistake is made of telling a student that a problem is simple when in reality it is not, thus making the student feel that he is unintelligent if he does not perform satisfactorily and not particularly proud if he *does* perform satisfactorily. Frankly admitting a problem to be difficult *but solvable* presents a challenge to the student and opens the door to a feeling of real accomplishment when he has mastered the assignment.

The teacher can also take positive steps to curb immature expressions of disappointment. Students may need to be made aware of the fact that to groan audibly, to slam a book down on the desk, to be rough in handling the machine when a mistake has been made is to reveal immaturity. Everyone makes errors; and the mature individual, recognizing that, takes trouble calmly and proceeds to correct his errors quietly and quickly. Self-discipline is a desirable attribute, a sign of maturity of which one can be proud.

#### **Pride in One's Work**

This attitude is probably one of the most valuable a person can possess. It could be said to rest to no small degree on some of the habits previously discussed, such as neatness, following directions precisely, and completing a job satisfactorily. This attitude can be developed in the typewriting course if the course is so conducted that a student has an opportunity to feel genuine pride in his accomplishments. In order to feel pride, he must meet a standard of excellence that justifies pride. No student can be justly proud of a typescript that is smudgy, that contains uncorrected errors, that is unattractive in its arrangement.

The teacher's role in inspiring students to acquire this attitude is a many-sided one. He must set standards that are high enough to enable a student to feel a sense of real accomplishment when he reaches them. He must help the student develop a set of personal standards of excellence, not just meet his, whatever they may be. If a student can be led to take pride in a job well done, he is moving in the direction of realizing that work is satisfying, that it is fun.

A teacher who would have his students be enthusiastic about their work must himself be enthusiastic about his own. A teacher who complains constantly, who scolds incessantly, who approaches each day's work as drudgery can never develop in his students pride in their work or instill in them the idea that work is enjoyable.

#### **Respect for Others**

An attitude of respect for others includes respect for their property, for their abilities, and for their time. Respect for property of others is developed in the type-

writing class through, for instance, the habit of properly caring for the machine. Since many different persons use the same equipment, each should respect the rights of another to have a machine left for him in excellent condition. If this respect is held by the student, he will assume his obligation to leave the machine in proper condition: erasure crumbs brushed out of the machine and off the table. He will move the carriage whenever he makes an erasure. He will deposit his own wastepaper in the wastepaper basket, not leave it for someone else to dispose of.

If the student respects the time of others, he will not interrupt them in their work to ask questions to which he can find the answers himself from his notes or from some source such as the dictionary. He will not cause commotions that will distract others from their work.

If he respects the abilities of others, he will give credit where credit is due; he will not speak disparagingly of the performance of others. Thoughtfulness of others comes from having a respect for them and their rights. A respectful person is conscious of his surroundings and of his part in making them pleasant; and he avoids annoying mannerisms that are distracting to others, such as making unnecessary noises, chewing gum, wearing noisy jewelry. A teacher should help the students realize that such mannerisms and activities are discourteous to their fellow classmates as well as to him.

Consideration of others is demonstrated in the typewriting class by quietness when directions are being given, by picking up possessions when they fall to the floor, by not shaking a stubborn pen so that ink falls on the floor or desk, by not writing on or defacing in any way the furniture, by not borrowing from others. These evidences of respect for others must be discussed with students; they are not facts self-evident to students.

The typewriting teacher has, then, the exciting challenge before him of teaching students to work independently and at the same time to work harmoniously with others in a situation in which there is sharing of equipment, supplies, and the professional assistance of a teacher. To meet this challenge, the teacher will attempt to do the following:

1. Exhibit the habits, attitudes, and traits he wants the students to acquire
2. Have well-planned classroom procedures
3. Have instructional materials well organized
4. Give criticism expertly
5. Challenge students to utilize their abilities to the fullest
6. Work with the students at their desks during the class period
7. Set high standards for his students.

The teaching of typewriting is never dull to those who see in it the opportunity of inspiring students to acquire desirable work habits, character traits, and attitudes while simultaneously developing facility in using a basic communication tool. # #

# The Changing Pattern of Typewriting Courses

by ALAN C. LLOYD

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The secondary schools in America are experiencing a spectacular change in the design of the courses in typewriting; the historic relation of vocational and nonvocational typewriting is in the process of reversal.

Ever since typewriters became standard in their facilities and operation, about 1900, the literature of business education has included a discussion of the vocational objective as the primary one, the central one, the *raison d'être* of the secondary school typewriting program. Students with nonvocational goals have been viewed as "hitchhikers," to be picked up when vacant seats permit room for them. But, as data to be discussed here will show, in many cities the "hitchhikers" now outnumber the regular passengers.

Is it disturbing to realize that vocational typewriting students are a minority? Is it startling to realize that there are now more secondary school students taking typewriting because they wish to machine-write their own words than because they wish to be paid for machine-writing the words of someone else? The situation is so provocative that the evidences need careful inspection and their implications warrant thoughtful study.

## The Enrollment Story

A school superintendent asked, "Should our typewriting course be designed for our vocational students or for our nonvocational students?" It is an interesting question. To find how common might be the foundation for such a question, the writer obtained from cooperative and interested city supervisors the detailed typewriting enrollment figures from Baltimore, Boston, Buffalo, Chicago, Cleveland, Detroit, Houston, Indianapolis, Long Beach, Los Angeles, Minneapolis, Pittsburgh, St. Louis, San Diego, Seattle, Syracuse, and Tulsa. These 17 cities comprise one-twelfth of the American population, and their typewriting programs vary in every possible manner. The total typewriting enrollment: 169,064. Distribution:

In junior high school classes .....	26.7%
In senior high school first-year typewriting ..	43.7%
In senior high school second-year typewriting .....	14.7%
In other courses involving typewriting .....	14.9%

The collective scene may be summarized in this way: two-sevenths of the typewriting enrollment is in the junior high school; three-sevenths, senior high school first-year classes; one-seventh, senior high school second-

year classes; and one-seventh, other classes such as transcription, office practice, and secretarial practice in which typewriting skill is an essential.

The local picture is often quite different, however. The impact of junior high school typewriting varies, for example; 7 of the 17 cities have *no* junior high school course while most of the other 10 have heavy enrollments in junior high school typewriting. In Los Angeles, Tulsa, Minneapolis, and Long Beach, the junior high school typewriting enrollment is one-half the city-wide typewriting enrollment; in Cleveland, Houston, and San Diego, the figure approaches 35 per cent. Similarly, the impact of second-year high school typewriting courses varies—4 of the 17 cities have no second-year course as such. In these cities, office practice includes much typewriting, and students advance from first-year typewriting (junior or senior high school) directly into office practice. In Tulsa, for example, there are about 2,000 students in junior high school typewriting, 1,000 in first-year high school typewriting, and 1,000 in office practice.

All things considered, it appears that less than one-third, perhaps only a quarter, of all who begin typewriting instruction in our secondary schools continue into the qualifying vocational level.

To the writer, the 17-city enrollments in second-year typewriting (14.7%) were surprisingly small and those in "other" courses (14.9%) were surprisingly large. So, he undertook to learn how general has been—or may be—the dissolution of the second-year course and its replacement by, or merger with, such "other" courses as transcription, office practice, secretarial practice, clerical practice, business-English typewriting, and the like, to be referred to in the following as "office skills."

He corresponded with three or more persons in each of the 50 states: at least one person prominent in business teacher education at the college level, usually one city or state supervisor, and at least one secondary school teacher. This is the picture of advanced typewriting instruction in American secondary schools as these correspondents reported it:

1. *Present Status.* In 39 states high schools most commonly offer four semesters of typewriting. Little formal attention is commonly paid to office skills in 9 states (Alabama, Alaska, Arizona, Hawaii, Idaho, North Carolina, Oklahoma, Vermont, West Virginia). Office-skills practice is combined with second-year typewriting in 10 states (Arkansas, Colorado, Georgia, Nevada, New

## ***The demand for nonvocational typewriting exceeds facilities in many schools.***

Hampshire, North Dakota, Tennessee, Utah, Virginia, Wisconsin). Office skills are in separate courses, independent of the four semesters of typewriting, in most high schools in 20 states (California, Connecticut, Delaware, Florida, Illinois, Iowa, Maine, Maryland, Massachusetts, Michigan, Missouri, Nebraska, New Jersey, New Mexico, Ohio, Pennsylvania, Rhode Island, South Carolina, Washington, Wyoming).

In the other 11 states, a three-semester program of typewriting, followed by one or more separate semesters for office skills, is most commonly offered in 3 states (Indiana, Oregon, Texas); and a two-semester program of typewriting, followed by separate courses in office skills, is the most common pattern in 8 states (Kansas, Kentucky, Louisiana, Minnesota, Mississippi, Montana, New York, South Dakota).

2. *Trend Direction.* The four-semester program is expected to continue as the standard pattern in 21 states. Office-skills practice is expected to be a part of advanced typewriting in 3 states (Alabama, Oklahoma, Vermont); and separate courses in office skills, beyond the four semesters of typewriting, are expected in the other 18 states (California, Connecticut, Delaware, Illinois, Maine, Maryland, Massachusetts, Nevada, New Hampshire, New Jersey, New Mexico, Ohio, Pennsylvania, Rhode Island, South Carolina, Virginia, West Virginia, Wyoming).

A three-semester program of typewriting, followed by one or more semesters for office skills, is anticipated in 7 states (Arizona, Hawaii, Idaho, Indiana, Oregon, Texas, Washington).

A two-semester program of typewriting, followed by one or more semesters for office skills, is expected in the remaining 22 states (Alaska, Arkansas, Colorado, Florida, Georgia, Iowa, Kansas, Kentucky, Louisiana, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New York, North Carolina, North Dakota, South Dakota, Tennessee, Utah, Wisconsin).

*Summary.* Four semesters of typewriting are now commonly offered in the high schools of 39 states, 21 of which will continue this program, 4 of which expect to eliminate the fourth semester, and 14 of which expect to eliminate the whole second year.

Three semesters of typewriting are now offered in 3 states, all of which expect to continue this design. These 3 states will be joined by 4 other states that now have four-semester typewriting programs.

Two semesters of typewriting are now offered in 8 states, all of which expect to continue this design. They will be joined by 14 other states that now have four-semester typewriting programs.

Intrigued by the trend toward shorter programs, the writer asked *Why?* of a number of correspondents in the states concerned. A digest of 62 opinions follows:

1. Skill gains in second-year typewriting, as the course has been conducted, have been so modest in some schools that they do not justify the course time.

2. Schools are under pressure to compress nonacademic programs; advanced typewriting has been "vulnerable."

3. There is increasing recognition of the importance of the various "practice" courses, transcription, and office-machines instruction. Unable to expand curriculum time, the department is using the advanced typewriting slot for the new offerings.

4. The demand for nonvocational typewriting exceeds facilities in many schools. Since two students can be given a one-semester personal course in the time required for a second year for one vocational typist, some schools with "practice" courses are absorbing the advanced students into these courses in order to release facilities for nonvocational students.

### **The Performance Story**

How much skill is gained, semester by semester? No national agency collects statistics to answer such questions, so the writer searched among dissertations, year-books, magazines, and city releases for statements of accomplishment. From 79 such resources, he compiled the following as probably representative of *average* high school accomplishment, as measured on five-minute timings and expressed in gross speed and error scores:

End of 1 semester ..... 30 words a minute, 5 errors

End of 2 semesters ..... 41 words a minute, 5 errors

End of 3 semesters ..... 49 words a minute, 4 errors

End of 4 semesters ..... 55 words a minute, 3 errors

Acknowledging that such figures are only general indices, that averages obscure as much as they reveal, and that second-year typewriting encompasses much more than mechanical skill growth, the attrition in skill gain is nevertheless something to ponder.

How well do junior high school learners do? Almost as well as senior high school learners. In one West Coast city, a five-minute test has been given annually for the past three years to about 2,000 learners in 13 junior high schools and 600 first-year typists in 5 senior high schools. The junior high school students averaged 40, 41, and 42 gross words a minute, or 95 per cent, 93 per cent, and 95 per cent of the speeds of the senior high school typists, who averaged 42, 44, and 44 words a minute. The junior high school student consistently averaged 7 errors on all three tests, while the senior high school typists averaged 6, 5, and 5 errors on the three tests. Period for period of practice, junior high school typists do almost as well as senior high school typists—and many junior high school typists do much better than many senior high school typists.

### **The Personal-Use Story**

Examination of professional writings, courses of study, and textbooks reveals that the term personal use is applied to *nine* different typewriting courses:

*Six-week courses* (in which the student learns to manipulate the machine and touch-control the keys) are offered as (a) junior high school "exploratory" courses and (b) night school courses for adults.



### **A fresh design for typewriting course sequences and objectives is in order.**

*One-semester courses* (in which the student masters the machine, develops a 30-WAM skill, and learns basic arrangement patterns) appear in five forms. One is (c) the short junior high course, where the arrangement patterns are for school assignments and personal correspondence. One is (d) the senior high school first-year course in which "hitchhikers" ride along with vocational students for a semester. Others are the new academic course for (e) college-bound and (f) college students, with focus on formal college papers; and (g) the popular summer "teen-age typewriting" course.

*One-year courses* (in which the learner masters the machine, develops a 40-WAM skill, and practices both basic and derivative applications) include (h) full-year junior high school courses, where stress is placed on reinforcing students' language skills; and (i) the long high school course that is a personalized, or academicized, paraphrase of first-year typewriting.

The distinguishing characteristic of a "personal-use" typewriting course is not its skill accomplishment (this is always proportionate to the length of the course) but rather the focus on what the student learns to typewrite in correct arrangement. If the focus is on what the student is likely to typewrite for himself, the course is truly personal; if the focus is on what others might wish

him to typewrite for them, the course is vocational or prevocational, not personal.

What is the meaning, the relationship, of the factors that have been reviewed? Simply that the historic relation of vocational and nonvocational high school typewriting is in the process of reversal.

The evidence? *One:* Vocational enrollment is less than nonvocational. *Two:* The nonvocational courses are growing; the ultravocational course, which is advanced typewriting, is the one that is fading. *Three:* Skill gain comes quickly at first but levels off so early that some schools are unwilling to pay the cost of extra words a minute. *Four:* The demand for personal typewriting skill is so great that schools have evolved nine kinds of courses for meeting the demand.

The implication? A fresh design for typewriting course sequences and objectives is in order.

The long-range forecast? For a three-level sequence of courses. *One:* At the eighth-grade level, a one-semester course, personal use with language-arts emphasis. *Two:* At the tenth-grade level, a one-year "general" typewriting course, based on or overlapping the junior high school course, reaching for a 45-to-50-WAM level. *Three:* For vocational students, an additional year that combines office practice and typewriting. # #

## **Typewriting: An Elective Skill or Educational Tool?**

by **BONNIE A. LOCKWOOD**

Southern Illinois University, Carbondale, Illinois

Should we change the concept for the teaching of typewriting? Are we unconsciously bound by traditions? Should we think of the typewriter as an educational tool rather than a vocational tool? Would we do a disservice to the vocational student if we did?

The first use of the typewriter was conceived to be a means of speeding up the wheels of business. There were probably two reasons for this: the instrument was expensive for wide personal use and it came at a time when American business enterprises were enlarging and specializing. It was only natural that the early instruction in typewriting was given by the private business school for the purpose of preparing typists and stenographers for business. There were very few Mark Twains who had the foresight to see that professional and artistic talent could be enhanced by the use of the typewriter as a tool.

Along with this early idea of specialization, there grew an erroneous idea of what a typist is. Many people thought and still think that a typist is a person who

takes the material created by another and copies it. His only decisions, supposedly, concern the choice of format or the manner of display, and most companies do not trust him to do this, as is demonstrated by the prevalence of company manuals in which proper format is emphasized. We have taught typewriting as a course in which to copy and not a course in which to think; by and large, we do not produce "thinking" typists. After five years' experience directing a stenographic pool, I found that not more than 5 per cent of the work could be classed as copywork. Typists are expected to edit somewhat and good format should be their specialty.

As the typewriter became generally accepted and its cost, along with the higher standard of living, made it available to large numbers of people, the desirability of making a course in typewriting available at the junior and senior high school levels for other than vocational purposes was recognized. Personal typewriting courses were introduced. Because the vocational course content was almost entirely geared to the business office, it was

**We must cut down on the conventions of format in favor of the opportunity for self-expression.**

thought necessary to set up a separate course for the nonvocational student.

However, the concept for teaching such courses has been generally shortsighted: skill standards have been low or nil, the content has been developed around secondary school needs, and much of the classroom work has lacked direction. One does not need personal typewriting just to get through secondary school or college, although it does help; one needs typewriting to get through life. The higher the position and the more valuable one's contribution to society, the more important it is that this tool be placed in a person's hands. The research professor who laboriously handwrites his notes might conceivably double his production, and thus his gift to society, with the help of this tool.

Even if the personal typewriting course were better taught, however, it would not meet the problem in many schools. Small schools do not have the staff to establish the separate course; many typewriting teachers who are vocationally oriented do not enjoy teaching the course; and many students, who enter the personal typewriting course, later decide to switch to the vocational typewriting and find themselves at a disadvantage.

**Typewriting as an Educational Tool**

Added to the picture is the present challenge in business education brought about by the renewed emphasis on college preparatory courses in the high schools. This may be the catalyst that will bring about a change in the concept for teaching typewriting. We need to accept this challenge and change the course in typewriting so that it is recognized as a good college preparatory course, as well as a good prevocational course.

Let us make the first year of high school typewriting a required educational tool for all—college bound or vocational. The second year can be the vocational year.

Can typewriting be taught successfully as an educational tool? Most readers are probably familiar with the report of the results of a year of research by the School of Education, Boston University; College of Education, University of Illinois; and Teachers College, Columbia University concerning a study to explore the educational influences and values of the manual portable typewriter as a classroom teaching tool in the intermediate grades of the elementary school.<sup>1</sup>

Their studies revealed that the typewriter has a favorable effect upon general academic achievement, that pupils show more improvement in various types of word skills than do pupils not using typewriters, that the use of typewriters stimulates the preparation of longer and more comprehensive reports, that the use of typewriters stimulates creativity, and that it has educational value in improving work habits, developing skill in English mechanics, improving composition skills, and decreasing the time needed for writing reports in various

areas and increasing the quantity of written work produced in these areas.<sup>2</sup>

If such a study were conducted upon the students in the first-year high school typewriting classes, these side effects would not be as prominent. Whereas these fourth- and fifth-grade pupils used the typewriter to prepare social studies reports, book reports, spelling lessons, English homework, and even arithmetic, our high school students concentrate on building basic speed and accuracy, learning the conventions of typewriting various business papers, with a relatively small proportion of the time allotted to typewriting from dictation, composition at the machine, and language usage drills. Although recent textbooks have increased the proportion of time given to the last three areas mentioned, it is safe to say that most of the work of the high school classes is other-directed, rather than self-directed.

If, at the fifth-grade level, the typewriter can contribute so much to the development of language skill, could we not expect much more at the high school level if our courses were geared to this objective?

**Recommendations for Change of Content**

As an educational tool, the present vocational typewriting course should undergo some revision. One change we should *not* make is to decrease the skill standards for the course, as we did in the personal typewriting course. We must not lose sight of the fact that considerable skill in typewriting is necessary before one enjoys typewriting enough to use it freely and in preference to handwriting. To develop this skill, one-third to one-half of the course must be devoted to intensive skill building drills.

*More Self-Expression.* However, it seems to me that we must cut down on the conventions of format in favor of the opportunity for self-expression. It is not necessary to know perfectly six business letter forms at this stage. It would be better to know one generally used form and use it in many creative experiences. Typewriting from dictation requires some self-expression: the typist must recreate the appearance of the letter from his mental image; he must spell and capitalize on his own initiative. Composing a letter requires more self-expression, as the typist must, in addition to the above, organize his thoughts, divide them into proper paragraphs, and provide punctuation for the sentences he constructs.

*More Think-and-Type Material.* When the worker typewrites a rough draft letter that has been edited, he must learn to anticipate the changes and skillfully follow the directions of the writer. But when he is asked to typewrite a rough draft letter that has *not* been edited, acute concentration and discrimination are required. He must learn to make only the changes that are necessary, yet leave no gross error uncorrected. The typist must decide when the comma is optional,

<sup>1</sup>*The Manual Portable Typewriter as an Instructional Tool in the Elementary School Classroom.* Port Chester, New York: Royal McBee Corporation, 1960.

<sup>2</sup>*Ibid.*, extracted from "Summary of Findings," p. 1.

**More think-and-type activities should be incorporated into early stages of our typewriting instruction.**

when it is necessary, and when it must be omitted. He must notice the plural verb with the singular subject, the misspelled word, the close repetition of words in consecutive sentences, and the like.

If more of these activities were incorporated in the teaching of letter writing, manuscript writing, and other activities, the students would be required to think about the content of the material as they typewrite and to develop their understanding of good language usage. The concept of the typist might be raised from that of a mechanical reactor to that of an intelligent participator in the art of communicating via the type-written word. Typewriting is a vehicle for transmitting language and we should not separate the understanding of what is conveyed from the conveying process.

**More Student Decisions.** We must provide for more student decisions concerning the setup and display of material to be typed—such decisions as whether a certain letter would be more suitably typed as a personal letter or as a business letter, whether certain material could be more easily read and understood if displayed as a table or as a graph, and whether the mass of material submitted in handwriting or rough draft will require the setup for a medium letter or a long letter. These are decisions that the personal and vocational typist must make without a textbook or a teacher.

**Emphasis on Personal Use.** If we removed from the present vocational typewriting course the forms that are required only in the business office, we would still teach a personal letter form, a business letter form, the outline, the rules for manuscript writing, the methods of displaying tables, centering material, and so on. Since we expect the vocational student to know all of these things, he would have lost nothing; he would only postpone the strictly vocational emphasis.

If typewriting were introduced as an educational tool with a nonvocational emphasis, it would better serve the needs of both the vocational and the personal-use typist. Both would profit by being taught to think at the typewriter in the beginning stages: to compose, to correct as they typewrite, to think about what they are typewriting as well as how they are typing it.

In business, we want and need typists who think. With increased automation, there will be less and less need for the mechanical typist. In the professional world, typewriting is a more useful tool to one who can think and typewrite.

Should we not begin soon to put more think-and-type activity into the classroom in the early stages of our instruction? Should we not aim to increase the language ability of our students by the use of the typewriter as an educational tool?

# #

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**RUTH WOOLSCHLAGER**, Editor  
Northern Illinois University, DeKalb, Illinois

#### WHY DON'T TEACHERS WRITE?

Contributed by **JAMES HYEK**  
Torrance, California

Why don't teachers write? They have the necessary tools. Teachers, through their years of formal schooling, have learned to gather ideas, digest them, and present them to their students in simple and summary form. They have experience and are skilled in organizing their thoughts on paper. Teachers have something to say and writing for publication is a way to say it. How then does a teacher start writing if he is not already doing so? How can you start writing?

First, overcome the fear of writing. Article writing is not formal thesis writing. There is some apprehension for everyone when attempting something new. You understand this apprehension in your students and use techniques to avoid it. Nonwriting teachers can use a few of these techniques to still their own concerns toward writing for publication. After achieving confidence, the beginning writer will then be involved with only a few simple techniques.

Second, decide what to write. Write what you know about. Most articles are personal experience pieces. "How I Taught Johnny to Read" is an example. Writers of articles are authorities in the subject area about which they are writing, because they write from their own experience. What about your personal experiences in teaching? During the discussions which have taken place at local and national conferences, experienced teachers have introduced many proven techniques and ideas about teaching business subjects. Any such ideas would form the nucleus of an article. Is there any reason why a member of a far larger reading group should not be interested in the same ideas?

Third, keep it simple. Use only one idea in an article. If you can say it in a hundred words, stop there. If your theme requires a thousand words, use them, but avoid excessive rambling. Leave no doubts in the mind

of the reader. Remember that, unlike your students, he cannot ask questions. Outline your idea and then fill in just enough verbiage to make your article enjoyable reading and to give it continuity.

Fourth, pay attention to form and mechanics of the manuscript. There are as many variations for the physical handling of the manuscript as there are books and articles about "How To Write" in your local library. All of them are generally acceptable to the editors. The main interests of the editors are that your articles have accuracy and integrity. A last minute correction, neatly inked in on your final draft, is more acceptable than the chance that the editorial staff might miss it and allow the error to get into the book. This does not give the writer license to submit poor or careless workmanship. Objectivity and the neatness of your manuscript are still related in the editor's mind.

Personally, I use one simple form for all of my manuscripts. The writer's name and complete mailing address are in the upper left-hand corner of the first page. The upper right-hand corner contains either "Written for \_\_\_\_\_ Magazine, (or Submitted to) Approximately \_\_\_\_\_ (number of) Words." Drop down several spaces and put in your title.

With reference to the "Written for" and the "Submitted to," you "submit" an unsolicited manuscript to the editor. You "write" for an editor with whom you have corresponded concerning the possibility of publishing your article. This initial correspondence is called the "query." The query is a first letter to the editor asking him if he would be interested in your idea for an article. If you use a query letter, tell the editor your idea and what he can expect in your article. If the editor replies in the affirmative, give him what you promised when you write the article. If the answer is negative, try another editor. Some editors will have a full book scheduled for several months ahead and will not be able to accept your article. Others will not be interested.

Use of the query depends on the amount of work involved in your article and the market. I use a query

when the article preparation involves time, effort, and money for research and illustrations. I balance this against the size of the market or the number of magazines which might be able to use the completed manuscript. More experienced writers sometimes develop a sense that "the piece will go" and will prepare the completed manuscript for submission to the editor without a query. I suggest that the beginner use the query unless the proposed article is very short and inexpensive to complete. In which case, write the article while the idea is hot and clear in your head. If you do not write while the urge is with you, you never will.

The mechanics of the rest of the pages require only that your last name and page number be written at the upper right-hand corner of every page. Common writing courtesy suggests that you insert "more" at the end of each page, and "end" at the end of the manuscript. An editor reads many manuscripts during the day and has a great deal of loose paper on his desk. Your pages might get mixed and lost.

Fifth, consider illustrations. These include any and all charts, diagrams, and photographs. If you can use illustrations effectively, include them with your manuscript. If not, don't. They cost money to reproduce on a magazine page, and cost you time and money. Treat illustrations as you consider visual aids in your classroom. They will do a great selling job if they are appropriate for the product.

Most magazines prefer black and white photographic prints of 8" x 10" size for photo reproduction. These are easy for the beginning writer to obtain. If you can take a reasonably clear picture with your box camera, you can submit illustrations with your manuscript. Take several pictures of your subject. After they are developed, use the negative of the clearest print for enlargement to 8" x 10" size. Tell the clerk to specify on the order that the prints are for *magazine reproduction*. If the photo lab technicians know that you want the prints for magazine reproduction, they will perform tricks that will make your black and white photographs appeal to any photoengraver.

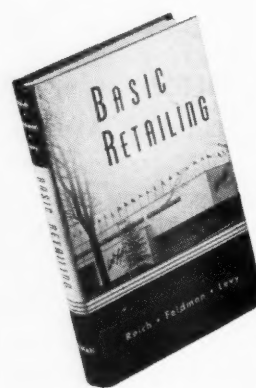
Draw all of your diagrams, sketches, and charts with care. If they are large or complicated, draw only one to a page. The photoengraver will adjust size to the editor's layout. Use your regular typewriting paper and black, preferably India, ink.

Sixth, mail your manuscripts properly. Unless your article consists of only two or three sheets of paper, use 9" x 12" and 10" x 13" mailing envelopes. The 9" x 12" envelope, addressed to yourself, is enclosed to bring your idea "child" home in case of editorial rejection. Sufficient postage is included for the return trip but is not affixed to the envelope. Slip the stamps under the paper clip which holds all of your paper together. Staples should not be used to secure manuscript pages. Protect photographs *well* with heavy cardboard.

Rejection slips are to be expected. You will probably receive many during your writing career. Do not be dis-

couraged, change the heading on your first page and send the manuscript back into the cold world again.

Lastly, be observant for ideas for articles. Read—see what and how the other fellow writes. Research—read what other writers have to say about writing. Succeed—write to publish. Be rewarded—either in professional prestige or with extra checks. Write—writing is a skill and requires practice for proficiency. When you can sit down at a typewriter instead of in front of the "late, late" movie, you've got the "bug." You will be a writer.



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JAMES THOMPSON, Editor

San Jose State College, San Jose, California

## PRETRANSCRIPTION INSTRUCTION

Contributed by **HELEN L. FLOWERS**  
Half Moon Bay Union High School  
Half Moon Bay, California

Transcription is a common problem to all secretarial students and their teachers. Some schools have set up a separate class in which to teach this art. Other schools find it necessary to include transcription instruction in the shorthand classes. Can we give our students enough preparation in the arts of spelling, punctuation, proper usage of words, syllabication, and grammar without a separate transcription class? We can if we start early enough.

Many students come into the shorthand class handicapped because they cannot typewrite from anything other than printed copy. In order to bridge the transition from printed copy to shorthand notes, the students should learn to typewrite from various sources. Starting in the first few weeks of school, students should have practice typewriting from direct dictation. The use of this device will help students learn to typewrite what they hear rather than what they see.

Another method that may prove beneficial early in the typewriting class is the use of flash cards. These cards are the same type used in elementary school for teaching children to read. Some cards have a word printed on one side, and some have a simple picture drawn on one side. The "word" and "picture" cards are mixed. If a "word" card is shown, the students typewrite the word as many times as they can until the next card is shown. If a "picture" card is shown, they typewrite what they think is represented by the picture as many times as they can until the next card is shown. The picture cards should be simple and show only one item such as house, car, horse, dog, cat, foot, hand, and tree. This practice helps the students typewrite from ideas rather than from print.

As soon as the class begins to work on accuracy in typewriting, the students should begin to practice good proofreading habits. They should at least become aware of misspelled words. When the class is introduced to letter writing, the students should become aware of, in addition to misspelled words, correct punctuation, hyphenation, and at least one typing style, to cover such things as whether or not to spell out a number. Syllabication rules must be presented, discussed, and practiced in class. The teacher must encourage the use of the dictionary and should hold the students to correct syllabication. Preferably each student should own a reference manual or typewriting style manual and be taught how to use it. He should be encouraged to use it whenever in doubt.

Punctuation decisions at this point probably will consist only of those found in the heading, inside address, salutation, and closing of the letters. The punctuation in the body will already be there unless you teach personal letter writing at this point. However, it is important that students learn the different punctuation styles used in letters. Later on, when manuscript or creative writing is introduced, it will be necessary to introduce or review the various grammar and punctuation rules. Some punctuation can be presented throughout the course as the occasion arises. For example, the placement of punctuation marks in relationship to quotation marks can be taught when quotation marks are presented as the class begins creative writing.

Pretranscription instruction should be continued in the shorthand class. Oral transcription can begin whenever the students start to read. Oral transcription consists of the students' spelling aloud difficult or troublesome words or indicating punctuation marks when they are reading. By asking the student who is reading to spell out any word that may be troublesome for him or for any member of the class, the entire class will soon become conscious of difficult words. Much of the problem in the area of spelling is making the student aware that he does not know the spelling of a particular word. Another problem area in transcription is the use of homonyms. We should allow time to discuss these and other troublesome words and make sure that the students know how to use them. If at all possible the shorthand students should begin transcription on the typewriter rather than writing it out in longhand. At first, shorthand plates from the book can be transcribed; later on the students will learn to use their own notes.

All of these methods described will eventually lead to mailable copy. Mailable copy means different things to different people. The thing to stress here, however, is that the student learns to take a personal pride in his work and turn in nothing that he does not think is as perfect as he can make it. This means that the letter is placed well on the paper, that all words are spelled correctly, that all hyphenated words have been checked for accuracy, that the letter "makes sense"—no gaps or wrong words put in, that the letter conveys the message which was dictated, and that the letter was typed in the style specified or customary in that office.

We know that many businessmen cannot or do not proofread all their letters carefully before signing. Consequently, many students believe that it is not necessary to turn out "perfect" letters, since the employer may not know whether or not it is punctuated correctly. This, however, is the very reason we must instill a personal pride in each student. He must be sure, before he places  
(Please turn to page 29)



ROBERT M. KESSEL, Editor  
University of Idaho, Moscow, Idaho

## VOCATIONAL GUIDANCE AND THE TEACHER OF BOOKKEEPING

Contributed by CHARLES M. REINMUTH  
Anatone High School, Anatone, Washington

One of the striking features of the so-called "economic revolution" that we are experiencing is the economic specialization required of job seekers in business and industry. Specialization implies a narrowing of job training experience so that one may fit into an area of work that is both agreeable to him and for which he has demonstrated potential capabilities. This implication leads to the conclusion that personal evaluation and the considered opinions of others are at a premium in determining just what is to be one's role in an era of economic specialization.

The teacher of bookkeeping, whether he realizes it or not, is constantly extending counsel to his students in one form or another. The problem is to identify, clarify, and further extend this guidance so that it will be of the greatest benefit to students. Ideally, guidance that helps students to formulate their own individual plan of action is the most desirable, although a more direct involvement by the teacher is sometimes necessary. The personal satisfaction gained by teachers who demonstrate an ability to successfully assist their students in their career plans is perhaps one of the most rewarding and gratifying experiences in their teaching careers.

The teacher of bookkeeping must be prepared to provide counseling for individual students (a) before the student enters the bookkeeping class, (b) while the student is in class, and (c) after the student has completed the bookkeeping course.

The prospective student will tend to seek advice about enrolling in a vocational course in business from those teachers who have established a reputation for such things as subject content knowledge, congenial disposition, ability to recognize and understand individual differences, quality of instruction, and degree of practical contact with business. The teacher of bookkeeping should be quick to point out to these students the advantages of the course, not only for the vocational student, but for the college preparatory student also. So many college graduates and college dropouts are employed directly in business jobs that it is highly impractical and unwise to conclude that only vocational students should be encouraged to enroll in bookkeeping.

In the classroom, the teacher of bookkeeping has the opportunity to present information in such a manner as to greatly aid students to make their own decisions about their future careers. Bulletin boards are an effective method of clarifying and illuminating basic concepts of

business. Films and projects help to isolate various phases of study so that a more thorough understanding by individual students of business procedures and objectives may be attained.

The day-to-day contact with students in connection with classroom situations provides the teacher of bookkeeping with a valuable method of offering guidance assistance. This close contact may establish a natural rapport situation between teacher and student. Once rapport has been achieved, many opportunities for informal guidance talks before and after school, between classes, and through other chance meetings, are presented to the teacher.

Alertness by the teacher of bookkeeping in providing vocational information can have great guidance value. The preparation and personal qualifications for certain jobs, local employment prospects, working conditions, salaries, chance for advancement, and ways to find and apply for jobs all constitute practical information that students need and desire to know.

The importance of an adequate follow-up system is undeniable. It is through a study of former students and their employers that business teachers can determine the effectiveness, or lack of it, of previous counseling efforts. The follow-up study also performs the important function of providing a basis for future predictions of business trends and requirements and how they will affect teacher counseling.

The classroom teacher and the full-time guidance director, if there is one, must work together at all times if a guidance program is to achieve a reasonable proportion of its objectives. The teacher must exercise careful judgment in deciding if it is necessary to refer a student to a counselor. If the student is uncertain about his aptitude or interest for a business career, the counselor can give him tests and interpret the results, at least in general terms.

The teacher of bookkeeping can provide the counselor with information about the course and technical aspects of business careers of a specialized nature to aid in the counseling process. The counselor and teacher should work together on such things as placement, follow-up, and general informational exchanges for maximum results.

Decisions made by adolescents about their future working years are of tremendous importance and produce a great impact on the manner in which they pursue their objectives. Very few adolescents are able, or have the desire to make these decisions entirely on their own. They require parental and school guidance. Vocational guidance, in particular, helps bridge the gap between their relatively sheltered lives up to the present, and the specialized nature of their future careers. # #

WILLIAM WINNETT, Editor

San Francisco State College, San Francisco, California

## ADJUSTING THE CLERICAL CURRICULUM TO THE LOW-ABILITY STUDENT

Contributed by **AGNES GOWEN**

Richmond Union High School, Richmond, California

A constant evaluation is needed to see that course offerings are meeting the needs of students. If the total program is not meeting the needs of students of all ability levels, then either the course offerings or the contents of present courses should be modified.

The business graduates of Richmond Union High School have proved very successful in their employment, and they are in great demand among the businessmen of the community. An ever-present problem was what to do about those students who would start the business program but later drop out because they do not meet the prerequisites for advanced courses such as office practice. It was the belief of the contributor that we should have a special class for the ones of this group who wished additional clerical instruction beyond basic typewriting.

**Preliminary Research.** During the spring semester, 1961, under special assignment by the school administration, the contributor worked with 21 students, all of whom had completed one semester of typewriting with a grade of *D* or *F*. During the semester, data concerning specific student abilities, job requirements, and job opportunities were gathered; and there was much experimentation with course content. As a result of the work with this class, it was decided that a special advanced course could help these students become potential clerical employees.

On the basis of this experiment and the unanimous support of the business department, the Secondary Planning Committee approved a new course for 1961-62 to be called "Clerical Training." The course is designed specifically for those students who receive a *D* or *F* in first- or second-year typewriting but might benefit from further clerical instruction. The plan for the course and the course of study were presented at a meeting with the senior counselors. The counselors examined their records and called in those students they thought might benefit from the course. One counselor remarked that every student he talked with was thrilled with the opportunity to obtain further clerical instruction. Two sections with a total enrollment of 60 are scheduled for this year.

**Content of the New Course.** The same equipment and much of the same material that is studied in our present office practice course is being utilized in this class. The biggest difference in the class is the extensive remedial work being done and the fact that each student will be oriented to the types of work within the range of his

ability. This special class in clerical training will provide considerable flexibility for the benefit of all concerned—the teacher has the opportunity to suit the educational offerings to the students' needs; the individual student has a chance to profit from at least some measure of differentiation.

The tentative course content includes:

1. Preliminary testing and remedial work (Arithmetic and English fundamentals, typewriting, spelling, punctuation, handwriting, word division, and general information)
2. Electric typewriting
3. Duplicating (Preparation and use of stencil and liquid process masters)
4. Filing (Alphabetic rules, practice sets, cost of misfiling, and so on)
5. Adding machine operation\*
6. Communication devices (Telephone, telegraph, radio and cable, mail, and choice of methods)
7. Improving typewriting skill (Letter production, manuscripts, chain feeding, tabulation, office forms)
8. Seeking employment and vocational information
9. Handling the mail
10. Recordkeeping
11. Personal and business relations (Business manners, grooming)
12. Business forms (Understanding commonly-used forms, fill-in's by longhand and by typewriter)

\*A separate course in machine calculation is offered, but it is considered of prime importance that the boy or girl who is not taking machine calculation know how to use at least the ten-key adding machine.

**Course Evaluation.** Follow-up studies will be used to evaluate the course and its effectiveness in meeting the needs of low-ability students. The course content as outlined is not to be considered as final or complete—we plan to keep it under continuous surveillance to determine its effectiveness in meeting the needs of the low-ability student. # #

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JAMES W. CREWS, Editor

University of Florida, Gainesville, Florida

## CHOOSING A CAREER

Contributed by **RAYMOND A. WALKER**Thomas A. Edison Junior High School  
Los Angeles, California

One of the commonly accepted goals of basic business is to help students envision the many opportunities for careers in business and then, when appropriate, to match their interests and capacities to those careers. The purpose of a career unit is to offer maximum learning opportunities to students as they survey business employment possibilities.

The following questions form a guide for the discussion of vocational guidance as contemplated in a basic business classroom:

1. What are the basic business teacher's responsibilities regarding student guidance?
2. What student understandings are important in making career decisions?
3. What are important concepts to develop through proper vocational guidance?
4. How can students be motivated to study career information?
5. How can career-selection projects be developed?
6. What information can be obtained to help in choice making?

**Function of Vocational Guidance.** Selected guidance procedures are tools by which one discovers vocational capacities and interests. Personality, vocational interest, and aptitude tests reveal the areas of employment where in greatest interest lies. The basic business teacher should assist the students by helping coordinate interests and abilities with occupations. Interpreting test results and offering sound vocational information is the objective. Students who fail to get proper guidance often drift from job to job at excessive monetary cost and personal dissatisfaction to employer and employee. Improper guidance may often result in failure on the job selected. Because of the competitive demands imposed upon workers in our society, it is necessary that an individual be adequately prepared for the job of his choice. Guidance also provides the motivation or incentive to induce the person to accept the job most suitable. Vocational guidance aids the student in discovering his personal vocational assets and liabilities through testing and school records. In addition, vocational guidance aids the student in discovering what fields of work are most appropriate for him, education necessary for the job, plus knowledge or information about specific jobs—especially for beginners.

**Choice—A Deductive Process.** The final decision as to work to be pursued is a deductive process. Typical questions that require answers are: Should I work in busi-

ness? Would a job in a store or office be suitable? What specific occupation should I select? Why not choose a business in one certain location? Introductory business courses provide background for discovering aptitudes and interests. General education subjects can help furnish knowledge of capacities. Hobbies and school activities help determine interests. Part-time jobs provide real "work experience." Studies of job trends, forecasts, and employment statistics also furnish important information about business which should be interpreted in terms of employment opportunities.

The importance of the work selected must be determined as well as the need for workers in the occupation. The duties to be performed are important as well as qualifications of workers. What is required by way of preparation and instruction and what are the possibilities for opportunity for advancement? The wages, hours, and fringe benefits also constitute knowledges and information which are necessary for assisting the student in making intelligent decisions.

**Student Motivation.** Appeals that are designed to meet student needs are the best motivational devices to arouse interest in the subject. Although it is difficult to awaken students to the needs of an adult society in which they will soon be required to compete, appeals that arouse interest in this general direction are desirable. The requirements of home and family and social standards of the community will provide a basis for establishing interesting appeals to students. Use of proper bulletin board materials to convey pertinent information as well as arouse interest will help tremendously in this regard. Such materials must be unique to attract attention. Once interest in material presented is obtained, the message or theme of the display should be to the point and easily understood. One main idea should dominate the exhibit.

**Career-Selection Projects.** Career-selection projects can be developed along with each unit of work as the unit is discussed in the class. For example, as the unit on banking, insurance, communications, or transportation is being discussed, job opportunities pertaining to the unit can be interjected. Types of jobs available, wages and salaries paid, future opportunities for employment are all ideas that can be explored. The detailed operations of occupations where students show interest can be investigated. Education and experience necessary to acquire the position provides interesting knowledge. Charts and graphs, clippings from newspapers and magazines, and informational pamphlets from various community agencies can be used to enliven the course. Students can be asked to prepare displays for bulletin boards that will illustrate important aspects of the area being taught.

(Please turn to page 29)



HOWARD L. HAAS, Editor

Montclair State College, Upper Montclair, New Jersey

## AN ADULT DISTRIBUTIVE EDUCATION IN-SERVICE PROGRAM

Contributed by JOSEPH J. GRANDE

Reading Public Schools, Reading, Pennsylvania

The Reading, Pennsylvania, adult evening program in distributive education offers a variety of courses in retailing subjects. The courses vary from year to year according to needs. Among courses offered in the past are store salesmanship, problems of the supervisor, art of retail merchandising, the building of self-confidence, human relations, display, retail arithmetic, and fabric identification. Those persons engaged in store work or in any form of selling goods or services wherein a customer is contacted may attend the classes.

Only experts have been selected to teach the adults. All instructors must be qualified by education and experience as well as fulfilling the state and national requirements of the George-Barden Act. All instructors must also be certified by the Pennsylvania State Department of Education.

Each class meets two hours weekly for six weeks—a total of twelve hours. The various sessions are held on Monday, Tuesday, or Wednesday nights. This enables students to select more than one course. A certificate is given for each course successfully completed; when enough single certificates are earned, a diploma is awarded. The requirements for a diploma need not be completed during any specified period of time.

The required courses are retail arithmetic, salesmanship, selling with self-confidence, retail merchandising, and one elective. Some elective courses are advertising, small business management, fabric identification, leadership training, and sales promotion.

The success of the program in Reading is dependent upon the full cooperation of many persons and agencies—it is not a one-man job. The following factors contribute to an effective program:

1. The school district contributes in many respects. The most important are (a) the salary for the instructors and (b) supplies needed to conduct the classes. The school board is represented on the Advisory Committee.

2. The Chamber of Commerce of Reading and Berks County offers its full support to the program both financially and verbally by (a) paying for printed posters, (b) discussing the program at meetings of merchants, (c) encouraging merchants to lend their support, and (d) providing aid in registering and collecting money at dinners.

3. The Advisory Committee guides the program. This committee not only serves as a source for instructors but also encourages students to join the classes. The Ad-

visory Committee is composed of leading merchants, directors of the leading department stores, the assistant executive director of the Chamber of Commerce, a member of the superintendent's advisory staff, and owners of selected variety and grocery stores. All phases of retailing are represented on the Advisory Committee.

The Advisory Committee in Reading is very active. This group meets at least eight times a year. The Committee studies the needs and requests of other merchants and then decides what program of studies will be offered at any particular session. Once it is decided what areas will be stressed, then the wheels of publicity go into motion. The Chamber of Commerce prints a flyer which goes to all retail people in the area. Newspaper releases go to the stores, and the store people give further backing within the store through mimeographing and other media. The store administrators talk with the employees whom they think need the training and ask them to attend the classes. The director mails a flyer announcing the program to all the persons who have taken one or more courses during the first three years. The staff answers all inquiries addressed to the Chamber of Commerce. If 20 or more members register for a class, the class is offered; if not, a list of the persons who applied for a particular class is kept and another attempt is made to recruit enough for the next session.

4. The merchants' cooperation is needed to encourage their personnel to attend the classes. Their recommendations are sought in order to ascertain what classes should be offered.

Meeting the needs of the students is the essential purpose of the program. Students are encouraged to analyze their own work and to seek a class that will overcome their weaknesses. Recommendations concerning what classes should be offered are obtained from an evaluation sheet completed by students. A diploma for Distributive Education In-Service Training is used as a device for encouraging students to keep returning to classes, and to continue their self-improvement.

5. Leading citizens have served as instructors as well as members of the Advisory Committee. The National School Executive Club and its members cooperate by being guest speakers in classes and at the graduation dinner.

The publicity for the program is handled through the local newspapers, store personnel managers, posters distributed to the stores and schools, and through word of mouth by satisfied people (the best advertisers and publicists of all) who have had experience with the Adult Distributive Education Program.

6. The help of the teachers is needed in the high school where the coordinator is employed. He needs the cooper-

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MARGUERITE CRUMLEY, Editor

State Department of Education, Richmond, Virginia

## BUSINESS SAYS . . .

Contributed by **BETTY KOCH**  
DeKalb High School, DeKalb, Illinois

What businessmen say and think is one very important measuring device of the high school business education department. Meeting employers' specific needs and requirements is especially important in smaller towns and cities. As educators in business education, we must be broad-minded enough to keep pace with the challenge of change that is now ever present. More machines and automation in general have been, and will be, keeping us more than ever on our toes.

In a recent questionnaire sent to 50 local businesses, the question was asked whether there was a need for closer cooperation between their offices and the local high school. The examiner was trying to discover whether the local business education department was keeping up with current business needs and changes. If the reply was "no" it was not deemed necessary to explore the point further. If, however, the businessmen answered "yes" to this question, the next question asked for suggestions as to how this relationship might be strengthened. Most businessmen were pleased with the "products of the business department"; a lesser number were critical; but both groups had suggestions which the contributor would like to share with you. Some cogent criticisms by businessmen were:

"We need closer communication to relate our needs (this questionnaire is a good start)." "Why not a meeting of the staff (business teachers) and employers every other year to discuss recent graduate employees." "We need visitations and programs of 'on the job' familiarization." "We are always more than happy to visit classes on invitation to inform the students of any particular part of our business that we can, and we have found it most interesting. The classes are attentive and I believe it has been helpful in giving the students something of the side of practical everyday business operations to go along with the theoretical side which they get from their textbooks." "Students need to be informed of the business viewpoint!" "Relationship fine—with the school and the Employment Service running the testing program."

The suggestions by businessmen, in many cases, related to the development of certain personal traits or qualities. The following list is indicative of the type mentioned: neatness of dress, accuracy in work, healthy attitudes toward work, respect for those in authority, an honest output of work, and job efficiency. Certain activities which teachers in business departments might use to foster improved relations between the school, business, and the community include:

1. Have a *meeting* of the business teachers and employers (as suggested) every other year or even once a year to discuss business reactions to recent graduates. Try to make it a pleasant affair—perhaps a luncheon or a dinner.
2. Form an *advisory committee* from local businesses to meet regularly with business teachers.
3. Have more *visitation* of typical offices.
4. Prepare *reports or skits* for the local radio or television stations to inform the community of what takes place in your department.
5. Inform *local newspapers* of important events in your department. (Pictures may be taken if suggested.)
6. Send worthy *news items* to your local newspapers.
7. Have Future Business Leaders of America members or class members *interview* businessmen and report back to the chapter or class.
8. Prepare skit or report for a *PTA meeting* to acquaint parents with department activities.
9. Ask businessmen if your classes might use their *store windows* for display work.
10. Ask businessmen to *exhibit* some of their products in your department as they relate to the subject being studied.
11. Encourage *student articles* for business magazines or local newspapers.
12. Have more *visitation by businessmen* in your classes to inform students of the business viewpoint.
13. Set up a *Business-Education Day* whereby teachers visit local stores, banks, and businesses.
14. Set up an *Education-Business Day* whereby businessmen come to schools to learn what they can about the school and the department.
15. Consider a *cooperative work-experience* program if you do not already have one. This necessitates very careful thought and coordination on the part of the school and the business offices.
16. Work during the *summer months* yourself in one of the local businesses.
17. Encourage a *Career Day* whereby various occupations are represented by local persons, and each student has an opportunity to hear about an occupation which he thinks he would like to enter.
18. Be especially careful in *initial placement* of students to see that they are placed in the right job for them where they are likely to succeed.
19. Have some students from business classes conduct a *survey* of the community. This may be regarding opportunities for full or part-time employment, machines used in the offices, or any other question that might come up in the classroom.
20. *Speak* before *community groups* when asked. This is an excellent way to put across your department and yourself.
21. Ask a *businessman* to be one of the advisors of a business club.
22. Keep your *administrators informed* of happenings in your department.
23. Set up a *department newspaper* for all students and businesses in the area.
24. Encourage *adult education* programs.

25. Take an inventory of yourself. Are you trying to meet business needs? Are you keeping abreast with the latest information in business education? Are you setting a good example for your students in neatness of appearance, work habits, attitudes toward work, and the like?

Reflect upon the preceding measuring devices. Can you say that you have been doing all you can to foster beneficial relations between your high school, business, and the community? Make a resolution now to do more to make what your department is doing known and to learn more about the local businesses in your community. Challenge yourself to solicit the views of businessmen of your own community as a yardstick for your success in meeting their employee needs. If your rating is low, perhaps you should pay more attention to what business says. # #

### An Adult Distributive Education Program

(Continued from page 27)

ation of the vocational director, the print shop teacher, and the remainder of the teachers in the department of business education. His needs include letterheads for stationery, flyers for the courses, program materials, typewriting of graduation certificates, typewriting of letters to employers, and other correspondence.

The dinner meeting is among the highlights of the program. The class members and their guests, employers, representatives of the Chamber of Commerce, school officials, and all persons who have contributed to the program are invited to this crowning affair. The dinner provides an opportunity to honor and to show appreciation for the part the lay persons play in the operation of a successful adult distributive program.

Of course we are not completely satisfied with the success of our program in Reading. Evaluations are continually being made in an attempt to make the program fit our particular needs with increasing efficiency and purpose. # #

### Choosing a Career

(Continued from page 26)

Class discussion of the completed projects will add zest to learning.

The students will be in a position to think seriously about the choice of a career after acquiring some knowledge of the various jobs, duties, salaries, and other aspects pertaining to gainful employment. The teacher can aid the student in his decision by utilizing the test data acquired concerning the student's capacities and interests. The fields of greatest interest should be investigated fully. The capacities and interests indicated by the test data should be a suitable basis for choice decision. Care should be exercised to avoid pushing the student into making vocational choice decision before he is really ready to make such a decision. Once the choice is made, however, every opportunity to acquire knowledge should be utilized. All concepts and understandings that pertain to the career field need exploration to make the study a successful venture. Wisdom in vocational guidance is the key to providing students with richer educational experiences.

Yes, there is a place for vocational guidance in the basic business classroom. Students in basic business who fail to receive this opportunity are being shortchanged in the educational process. # #

### Pretranscription Instruction

(Continued from page 23)

the letter on the employer's desk to be signed, that it is as perfect as he can make it. Consequently, he must be taught in school to be responsible for his own errors. Teachers cannot afford to continue circling every error and hoping that the student will look up the spelling or hyphenation.

One way to induce the students to find and correct their own errors is to give no credit for any letter which is not mailable. If a student turns in an unmailable letter, it is returned. It is the student's responsibility to find and correct the error and to re-submit the letter. This method would, of course, be used near the end of the year, after all the problem areas had been covered carefully.

If every business teacher made a real effort to help the students in these problem areas, our students would show much progress. We cannot afford to continue to send out graduates who are not proficient in the skill of transcription. # #

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By Norton M. Bedford, Kenneth W. Perry, and Arthur R. Wyatt. New York: John Wiley & Sons, Inc. 1961. 781 p.

### American Marketing

By William John Shultz. San Francisco: Wadsworth Publishing Company. 1961. 655 p. \$7.95.

### Assignment: Management

By James Menzies Black. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1961. 234 p. \$5.95.

### Business and Economic Education for the Academically Talented Student in the Secondary School

By NEA Project on the Academically Talented Student and the United Business Education Association. Washington, D. C.: National Education Association. 1961. 80 p. \$1.

### Careers for Women as Life Underwriters

By Women's Bureau, U. S. Department of Labor. Washington, D. C.: U. S. Government Printing Office. 1961. 35 p. 20¢.

### College Business Law

Pitman collaborative textbook. New York: Pitman Publishing Corporation. 1961. 540 p. \$6.

### Economic Education in the Schools

By National Task Force on Economic Education. New York: Committee for Economic Development. 1961. Summary of report, 14 p., 35¢. Complete report, 88 p., \$1.

### (The) Economic Growth of the United States, 1790-1860

By Douglass C. North. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1961. 304 p. \$9.

### Economics and American Industry

By Leonard W. Weiss. New York: John Wiley & Sons, Inc. 548 p. 1961. \$7.50.

### Economics for Consumers, Fourth Edition

By Leland James Gordon. New York: American Book Co. 1961. 576 p. \$7.

### Educational Aids for Schools and Colleges, 1961-62 Catalog

By National Association of Manufacturers. New York: the Association. 1961. 16 p. Free.

### Electronic Data Processing and Auditing

By Felix Kaufman. New York: Ronald Press Co. 1961. 180 p. \$6.

### Elements of Modern Statistics

By Boyd L. Nelson. New York: Appleton-Century-Crofts. 1961. 365 p. \$6.

### Guidance in Business Education, Third Edition

By J. Frank Dame and Albert R. Brinkman. Cincinnati: South-Western Publishing Company. 1961. 330 p. \$4.

### Management Games

By Joel M. Kibee, Clifford J. Craft, and Burt Nanus. New York: Reinhold Publishing Corporation. 1961. 347 p. \$10.

### Principles of Marketing

By Committee on Marketing. New York: Pitman Publishing Corporation. 1961. 572 p. \$7.

### Typewriting Techniques and Short Cuts, Third Edition

By Lenore Fenton MacClain and J. Frank Dame. Cincinnati: South-Western Publishing Company. 1961. 106 p. \$1.76.

### Understanding Financial Statements and Corporate Annual Reports

By Louis O. Foster. Philadelphia: Chilton Books. 1961. 135 p. \$3.95.

### (The) University and World Affairs

Report of the Committee on The University and World Affairs. New York: The Ford Foundation. 1961. 84 p. Single copies free.

### World Who's Who in Commerce and Industry, Twelfth Edition

By publisher. Chicago: Marquis—Who's Who. 1961. 1,358 p. \$24.

Business Education Forum



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## NATIONAL, REGIONAL, AND AFFILIATED ASSOCIATIONS

The announcements of meetings, presentation of officers, and news of special projects of the United Business Education Association, UBEA Divisions, unified regional associations, and the affiliated state and local associations are presented in this section of BUSINESS EDUCATION FORUM. UBEA is a Department of the National Education Association. The UBEA unified regional associations are autonomous groups operating within the framework of the national organization; each unified association is represented by its president at meetings of the UBEA Executive Board. Affiliated state and local associations cooperate with UBEA in promoting better business education; each affiliated association has proportional representation in the UBEA Representative Assembly.

### National Chairmen Reappointed

Ralph J. Reed, Central State College, Edmond, Oklahoma, and Mearl Guthrie, Bowling Green State University, Bowling Green, Ohio, have been reappointed national membership chairman and national student membership chairman, respectively, for 1961-62. UBEA president Parker Liles, Georgia State College of Business Administration, Atlanta, has expressed the hope that all members of the Association will assist these two national chairmen and each of the state membership chairmen in their important work of recruiting members.

The new membership year began with more than a 5 per cent increase over the number of members at the same time a year ago and nearly a 50 per cent increase over the membership record of five years ago. Membership promotion in the Association is carried on at the state level by membership chairmen appointed by the UBEA Administrative Committee and on the national level by the two national chairmen and members of the staff at the UBEA Headquarters Office. Each of the five UBEA regional associations has a membership chairman. The current regional chairmen are James G. Brown, George Washington University, Washington, D.C. (Eastern); Jeffrey Stewart, Jr., Virginia Polytechnic Institute, Blacksburg, Virginia (Southern); Frank W. Lanham, University of Michigan, Ann Arbor (Central); Ralph Reed (Mountain-Plains); and Jack Yuen, San Francisco (California) State College (Western). Names of the state membership chairmen appear at the end of the affiliated state association news items in each issue of the BUSINESS EDUCATION FORUM.

### Typewriting Awards Program

One of the continuing major services of the United Business Education Association is that of the production and distribution of the Students Typewriting Tests. Orders for tests to be used at the end of the first semester of the school year should be placed about one month in advance of the time the tests are needed.

The Students Typewriting Tests, a set of four production-type tests, are designed for use at the end of each of the first four semesters of typewriting. Attractive "Certified Typist Certificates" and pins (bronze, silver, and gold for the various levels of achievement) are available for students taking the Students Typewriting Tests. The basic purpose of the tests, however, is the effective evaluation of students. A set of national norms is available for the teacher's use in determining the effectiveness of typewriting instruction and student achievement. A brochure describing the Students Typewriting Tests is available from the UBEA Headquarters Office—a specimen set of the four tests can be obtained for \$1.50.

The Students Typewriting Tests awards are only one part of the over-all student evaluation and awards program sponsored by UBEA. Other phases of the program include the National Business Entrance Tests, UBEA Awards of Merit in NABTE-member colleges and universities (pages 33-36), and the extensive national awards program of the Future Business Leaders of America (FORUM—Oct. '61, p. 45-46).

### Talented Student Publication

The thirteenth and final publication in the series of booklets on the Academically Talented Student was released early this month by Charles E. Bish, director of the NEA's Project on the Academically Talented Student. "Business and Economic Education for the Academically Talented Student in the Secondary School" is the title of the new booklet. The subject is treated under five major headings:

- For Whom We Are Concerned
- Our American Economy
- Curriculum Organization and Methods
- Teachers of the Academically Talented
- Resource Materials for Developing Economic Competence.

Milton C. Olson of State University of New York College of Education at Albany and Eugene L. Swearingen of Oklahoma State University are co-editors of the publication. The writers are convinced in their belief that "... our demo-

### NABTE Convention

F. Wayne House, president of the National Association for Business Teacher Education, has announced the appointment of Faborn Etier, University of Texas, and George Wagoner, University of Tennessee, as the co-chairmen for the 1962 NABTE Convention. The convention is scheduled for February 15, 16, and 17 at the Conrad Hilton Hotel in Chicago.

In keeping with the current study on the "Identification and Evaluation of Subject Matter Elements for Business Teacher Education," the convention study groups are being arranged to implement the work of the association's Curriculum Study Committee.

"Moving Forward in Education for Teachers of Business" is the theme selected for the 1962 convention. The keynote address will be given by Paul G. Bulger, president, State University of New York College of Education at Albany. Two sessions of the annual meeting will be held in cooperation with the convention of the American Association of Colleges for Teacher Education.

The convention schedule will be published in a later issue of the FORUM.

cratic society is becoming more and more dependent upon the understanding by its citizens of the nature of the business and economic processes by which it lives and, indeed, survives." The publication is directed to school administrators and teachers rather than to students.

Approximately 20,000 copies of the booklet are being distributed this month to school administrators. Complimentary copies are available through December 31, to business educators who subscribe to the UBEA comprehensive membership and request the free copy by using the Clip 'n Mail Coupon on the wrapper of this issue of the FORUM. The booklet may be purchased from the UBEA or from the NEA for \$1.00 a copy. The planning conference (FORUM—Feb. '60, p. 30) and the distribution of the booklets to school administrators were made possible through funds granted to the National Education Association by the Carnegie Corporation of New York.

## CONVENTION CALENDAR

## Regional Meetings

Central Region of UBEA, Milwaukee, Wisconsin, November 2-3  
 Southern Business Education Association, Fort Lauderdale, Florida, November 23-25  
 Eastern Region of UBEA, New York, New York, November 24-25

## State and Area Meetings

Arizona Business Education Association, Tucson, November 3  
 Arkansas Education Association, Business Education Section, Little Rock, November 2-3  
 California Business Education Association—Bay Section, Santa Rosa, November 4; San Diego Section, November 14  
 Chicago Area Business Educators Association, November 18  
 Greater Houston Business Education Association, November 14  
 Missouri State Teachers Association, Business Education Section, St. Louis, November 3  
 Northern Nevada Business Education Association, Reno, November 8  
 New Jersey Business Education Association, Atlantic City, November 9-10  
 Oregon Business Education Association, Gearhart, November 10  
 Tri-State Business Education Association, Pittsburgh, November 3-4  
 Virginia Business Education Association, Richmond, November 3  
 Wisconsin Business Education Association, Milwaukee, November 2-3

## Bulletin 74 Released

"New Dimensions in the Preparation of Business Teachers," a report of the 1961 Convention of the National Association for Business Teacher Education, has been released as NABTE BULLETIN 74. John L. Rowe, University of North Dakota, Grand Forks, NABTE editor, has brought together excerpts and copies of the major addresses as well as provocative reports of the 11 discussion groups presented at the 1961 convention. This issue of the BULLETIN presents also a message from the retiring NABTE president, Russell J. Hosler, University of Wisconsin, Madison.

NABTE member schools receive copies of the BULLETINS automatically; UBEA comprehensive members receive one complimentary copy by sending the Clip 'n Mail coupon from this issue of the FORUM. Additional copies of BULLETIN 74 are available at \$1.25 each. Many of the previous BULLETINS are also still available, such as No. 71, "How To Teach the Clerical Program"; No. 72, "Frontiers in Business Teacher Education"; and No. 73, "Seminar in Business Education." A

complete list of available NABTE publications is available from the UBEA Headquarters Office.

## CENTRAL REGION

## Wisconsin

The fall meeting of the Wisconsin Business Education Association will be held at the Milwaukee Vocational School on November 2-3. Marion Angus, Pitman Publishing Corporation, Toronto, Canada, will be the featured speaker at the Thursday general session. The program this year centers around the theme, "What Is New In Business Education?" Other speakers will include Arnold Condon, University of Illinois, Urbana; John L. Rowe, University of North Dakota, Grand Forks; Gladys Bahr, New Trier Township High School, Winnetka, Illinois; and Lucille Hafner, Jacobs High School, Stevens Point, Wisconsin. Officers of the association are Evelyn F. Kronenwetter, Bradford High School, Kenosha, president; Richard Arnold, South Campus, Waukesha High School, Waukesha, vice-president; Robert Reynolds, Senior High School, Wausau, second vice-president; and Catherine Zwiebel, Monona Grove High School, Madison, secretary-treasurer. (Leon Hermesen, Wisconsin State College, Whitewater, is UBEA membership chairman for Wisconsin.)

## Missouri

Lucas Sterne, Central Missouri State College, Warrensburg, president of the Business Education Section of the Missouri State Teachers Association, has announced that Leland E. Traywick, president, Southwest Missouri State College, Springfield, will be the guest speaker at the fall meeting of the association. Dr. Traywick's topic will be "Recent Developments in Economic Education." The meeting is scheduled for November 3, at the Bishop Tuttle Memorial Building in St. Louis. In addition to President Sterne, officers of the association are Alpha Brantner, Kirksville High School, Kirksville, vice-president; Marie Vilhauer, Southeast Missouri State College, Cape Girardeau, secretary; and John P. Hudson, Clinton High School, treasurer. District chairmen include Doris Devault, Jackson High School, Jackson; Jean Pinkerton, Central High School, Kansas City; James Nevins, Clarence High School, Clarence; Marian Mitchell, Cameron High School, Cameron; Herbert R. Rice, St. James High School, St. James; Don Francis, Central High School, St.

Joseph; Berrien Williams, O'Fallon Technical High School, St. Louis; Louis Bruton, Springfield Public Schools, Springfield; and William Finnell, Corder Schools, Corder.

(Marie Vilhauer, Southeast Missouri State College, Cape Girardeau, is UBEA membership chairman for Missouri.)

## WESTERN REGION

## Arizona

Harold Paine, West High School, Phoenix, is the new president of the Arizona Business Education Association. Other officers of the association elected at the April 14-15 meeting in Prescott are Rex Foster, Flagstaff High School, Flagstaff, vice-president; and Carol Lauer, Catalina High School, Tucson, secretary. Guest speakers at the meeting were Howard Newhouse of McGraw-Hill Book Company, New York, New York, and S. J. Wanous, University of California, Los Angeles. A panel composed of John Staples, Arizona State College, Flagstaff, chairman; Rex Foster; and Milton Evans, Flagstaff High School, Flagstaff; and Phyllis Manning, governor, Pilot International, concluded the program. The next meeting of the association is scheduled for November 3 in Tucson.

(Donald Tate, Arizona State University, Tempe, is UBEA membership chairman for Arizona.)

## Oregon

Members of the Oregon Business Education Association attending the March 17 business meeting of the association at Portland State College elected the following officers for 1961-62: Grace Palmer, Beaverton High School, Beaverton, president; Gertrude Ditto, Centennial High School, Gresham, vice-president; Louana B. Lamb, North Eugene High School, Eugene, secretary; and Helena Edwards, Elgin High School, Elgin, treasurer. Regional representatives for the association are Trenna Lakson, Hillsboro; Richard Rhoads, Stayton; Frank Nygaard, Sweet Home; Lois Sparkman, Eugene; Hubert Thoreson, Winston; Louis Mahar, Medford; Charles Wacker, Bend; Joe Updegraph, Baker; Mary Alice Kessi, La Grande; Lenhart Krause, Hood River; Howard Jones, Gresham; and Shirley Roper, Portland. The fall conference of the association will be held at Gearhart on November 10-11. Edna Jesseph of Tillamook, chairman of the steering committee for the meeting, has announced that Jessie May Smith, University of

(Please turn to page 40)





(1)

## 1961 UBEA

## Award Winners



(2)



(3)



(4)

SAN FRANCISCO STATE COLLEGE (1)—S. Joseph DeBrum, Head, Department of Business Education; Award Winner Gary Thompson; Glenn S. Dumke, President . . . MISSISSIPPI STATE COLLEGE FOR WOMEN (2)—Frank M. Herndon, Head, Department of Business; Award Winner Judith Swetland . . . BOWLING GREEN STATE UNIVERSITY (3)—William F. Schmeltz, Dean, College of Business Administration; Award Winner Marjorie Bihary; Mearl R. Guthrie, Chairman, Department of Business Education . . . UNIVERSITY OF PITTSBURGH (4)—George W. Anderson, Chairman, Department of Business Education; Award Winner Simon Kern.

■ An award of merit for outstanding achievement in business education is made available annually by the United Business Education Association to a student in each college or university that has membership in the National Association for Business Teacher Education. The presentations were made at special ceremonies conducted by the 226 colleges and universities participating in the 1961 UBEA Awards Program.



(5)



(6)



(7)

CENTRAL MISSOURI STATE COLLEGE (5)—W. O. Hampton, Dean; Award Winner Wyanda Pieper; Nina L. Devenny, Supervisor of Business Education, Student Teachers . . . CHICO STATE COLLEGE (6)—Albert C. Fries, Chairman, Division of Business; Award Winner Harvey Foster . . . THE WOMAN'S COLLEGE, UNIVERSITY OF NORTH CAROLINA (7)—Vance T. Littlejohn, Head, Department of Business Education; Award Winner Brenda W. Carter; Mathilde Hardaway, Associate Professor.

■ In the Seventh Annual Awards Program sponsored by UBEA, 226 graduating seniors received the award of merit for outstanding achievement in business education. The following graduates were winners of the 1961 awards:

Barbara P. Stamps, Auburn University; Nola Hipps, Florence State College; William Barnes, Oakwood College; Margie A. Dial, Livingston State College; Yvonne Stephenson, Alabama College; Ann Varnon, University of Alabama; Sandra Steele, Arizona State College; Cheryl T. Kelly, Arizona State University; Barbara Randall, University of Arizona; Nina Mallett, Arkansas State Teachers College; Rosezeal Woods, Philander Smith College; Mary Cearley, Southern State College; Ida E. Smith, Agricultural, Mechanical, and Normal College; Cecelia Broderick, Arkansas Polytechnic College; Beverly N. Weston, Arkansas State College; Harvey Foster, Chico State College; Ellen Warner, Fresno State College; Bernard Luskin, Los Angeles State College of Applied Arts and Sciences; William McClure, George Pepperdine College; Orolyn R. Clark, University of California; Johnel Ann

Swaim, University of Southern California; Ernice Poletti, Sacramento State College; Hattie S. Ofshanney, San Diego State College; Gary Thompson, San Francisco State College; Sharon McNutt, San Jose State College; Sharron Holman, Adams State College; Geraldine F. Bowden, University of Colorado; Peggy M. Zimmerman, University of Denver; Earlene Monson, Colorado State University; Dorothy DeBell, Colorado State College; Nancy Verzuh, Western State College; Joan Chevalier, University of Bridgeport; Eleanor Smolkis, Central Connecticut State College; Barbara Dougan, University of Connecticut; Sandra Brotman, The George Washington University; Joan Gellen, University of Miami; Sara Carr, University of Florida; Queen Stallworth, Florida Agricultural and Mechanical University; Nancy Bates, Florida State University; Betty Jones, Georgia State College of Business Administration; Carolyn Jackson, The Fort Valley State College; Mary Newberry, Mercer University; Harriett Register, Georgia State College for Women; Eleanor Akridge, Georgia Southern College; Eleanor Kan, University of Hawaii; Nancy Nelson, University of Idaho; Carol Carruthers, Southern Illinois University; Olive G. Rhodes, Eastern Illinois University; Joanne Hahn, Northern Illinois University; Gene Ascani, Northwestern University; Sharon Stein, Illinois State Normal University; Donna I. Ericson, University of Illinois; Carolyn Dickson, Indiana University; Ruth O. Rugensten, Butler University; Gladys Dillon, Ball State Teachers College; Bettye Leistner, Indiana State College; Rose Ann S. Swartz, State College of Iowa; Judith Swanson, Parsons College; Joan Shaveland, State University of Iowa; Linda Rezac, Kansas State Teachers College; Mary Amick, The University of Kansas; Cloeva Johnson, Kansas State College of Pittsburg; Sister Frances Xavier Thiel, Marymount College; Dorothy N. Harlow, University of Wichita; Elaine Holland, Western Kentucky State College; Juanita Wright, Kentucky State College; Robert Elam, University of Kentucky; Louise S. McKamey, Morehead State College; Keen Carter, Eastern Kentucky State College; Alice Burns, Southern University; Mary Simmons, Southeastern Louisiana College; Sarah Thurmond, Northwestern State College; Elaine Luke, Xavier University; Juanita Annas, Washington State Teachers College; William Middleton III, University of Maryland; Myrtle Bowen, Maryland State College; Ruth Lowen-

(Please turn to page 36)



UNIVERSITY OF MIAMI—James E. Davis, Chairman, Department of Business Education; Award Winner Joan Gellen . . . MISSISSIPPI STATE UNIVERSITY—Oscar H. Little, Professor; Award Winner Berry Allison; Homer S. Coskrey, Jr., Acting Dean, School of Education.



SOUTHERN ILLINOIS UNIVERSITY—Harves Rahe, Chairman, Department of Business Education; Award Winner Carol Carruthers . . . UNIVERSITY OF TULSA—Award Winner Judith Wriston; Anne Morrow, Head, Department of Business Education . . . FNDLAY COLLEGE—L. V. Taylor, Chairman, Department of Business Administration; Award Winner, Lillian Robinson.



SAN JOSE STATE COLLEGE—Award Winner Sharon McNutt; Edwin A. Swanson, Head, Department of Business Education; M. D. Wright, Dean, Division of Business . . . THE COLLEGE OF SAINT ROSE—Sister Catherine Francis, President; Award Winner Anne Clyne; Sister Genevieve Louise, Chairman, Department of Economics and Business Education.



TEMPLE UNIVERSITY—D. Willard Zahn, Dean, College of Education; Award Winner Barbara Kimmel; M. Adele Frisbie, Director, Department of Business Education . . . NORTHERN STATE TEACHERS COLLEGE—W. S. Wingerd,

Chairman, Division of Social Science and Business Administration; Award Winner Gale Shoemaker; Harry Jasinski, Assistant Professor . . . CENTRAL MICHIGAN UNIVERSITY—Award Winner David McMahon; Ima Chambers, Assoc. Professor.





UNIVERSITY OF ILLINOIS—Arnold Condon, Head, Department of Business Education; Award Winner Donna Isted; Floyd Crank, Associate Professor . . . SHIPPENSBURG STATE COLLEGE—Award Winner John Atella; J. E. Gratz,



Director, Business Education . . . GEORGE PEABODY COLLEGE FOR TEACHERS—Theodore Woodward, Head, Department of Business Education; Award Winner Anna Marsh.



STATE COLLEGE OF IOWA—Lloyd V. Douglas, Head, Department of Business Education; Award Winner Rose Ann S. Swartz . . . EASTERN KENTUCKY STATE COLLEGE—Award Winner, Keen Carter; Margaret H. Moberly, Associate Pro-



fessor . . . MANKATO STATE COLLEGE—Morgan I. Thomas, Chairman, Division of Business; Award Winner Patricia Rupp; Hazel Flood, Professor.



UNIVERSITY OF DETROIT—Award Winner Gloria Novak; Lloyd E. Fitzgerald, Dean, College of Commerce and Finance . . . COLLEGE MISERICORDIA—Sister Marianna, R.S.M., Dean; Award Winner Helen Kelly; Sister Mary Eloise, R.S.M., Chairman, Department of Business . . . WISCONSIN STATE COLLEGE—Henry



M. Collins, Acting Director, Department of Business Education; Award Winner Robert Hille . . . TEXAS WOMEN'S UNIVERSITY—T. L. Morrison, Director, Department of Business and Economics; Award Winner Glenda Simmons; Jessie Sim, Instructor; Eldred C. Speck, Assistant Professor.



UNIVERSITY OF IDAHO—Robert M. Kessel, Chairman, Department of Business Education; Award Winner Nancy Nelson; F. W. Weltzin, Dean, College of Education . . . VIRGINIA STATE COLLEGE—Ella Mundon, Head, Department of



Business Education; Award Winner Lillian Pride . . . UTAH STATE UNIVERSITY—Award Winner LuWana Johnson; Thomas L. Foster, Associate Professor.







(Continued from page 34)

stein, Boston University; Allan Davidson, Salem State College; Dorothy Pecza, American International College; Virginia Koski, University of Michigan; Howard Graubner, Ferris Institute; Gloria Novak, University of Detroit; Ruth Pickett, Wayne State University; Doris J. Lloyd, Michigan State University; Janice Oakes, Western Michigan University; Marilyn Manty, Northern Michigan College; David McMahon, Central Michigan University; Donna Clay, Eastern Michigan University; Patricia Rupp, Mankato State College; Alice Hansen, St. Olaf College; Paula Farrar, St. Cloud State College; Mary Kaiser, The College of St. Catherine; Donald Lake, Macalester College; Joan Dingmann, College of St. Theresa; Lucille E. Lackore, Winona State College; Patricia M. Robinson, Delta State College; Patricia M. Redford, Mississippi College; Judith Sweetland, Mississippi State College for Women; Hilda Holifield, Mississippi Southern College; Berry Allison, Mississippi State University; Ronald Toulouse, University of Mississippi; Jenice Renfro, Central Methodist College; Wilhelmina Gibson, Lincoln University; Adele Eversmeyer, Northeast Missouri State Teachers College; Marilyn White, Northwest Missouri State College; Wyanda Pieper, Central Missouri State College; Frank Thayer, Montana State University; Beverly J. Kraus, Nebraska State Teachers College (Kearney); Anita Keith, Union College; Alta Leibbrandt, University of Nebraska; Christie Meyer, Nebraska State Teachers College (Peru); Jack Wong, University of Nevada; Gloria H. Petrin, Plymouth Teachers College; Sister Mary Aquinas, R.G.S., College of St. Elizabeth; Kenneth King, Rider College; Karen Huff, Trenton State College; Rosemarie Coco, Montclair State College; Mary Sipe, University of New Mexico; Elizabeth Ortega, New Mexico Highlands University; Theresia Barajas, Eastern New Mexico University; Greta Oberg, New Mexico Western College; Anne Clyne, The College of Saint Rose; Barbara Lewick, State University of New York College of Education at Albany; Marcella Garus, D'Youville College; Mary Sheehan, Rosary Hill College; Holly Miles, Adelphi College; Frank Longo, Siena College; Suzanne Tobin, The City College of New York; Roberta Farrelly, College of Mount Saint Vincent; Bernice Fassler, Hunter College of City of New York; Sally Berg, New York University; Donald Faulkner, Teachers College, Columbia University; Francine Hart, Nazareth College of Rochester; Dorothy S. Hanlon, Syracuse University; Judith Irolla, Good Counsel College; Midgie Roberts, Appalachian State Teachers College; Dorothy Lyerly, Barber-Scotia College; Ruth Vallines, North Carolina College at Durham; Brenda W. Carter, The Woman's College, University of North Carolina; Alva Chauncey, East Carolina College; Joanne M. Wood, St. Andrews Presbyterian College; Cheryl Danduran, University of North Dakota;

UNIVERSITY OF MARYLAND—Vernon E. Anderson, Dean, College of Education; Award Winner William Middleton, III; Arthur S. Patrick, Head, Department of Office Management and Techniques . . . INDIANA STATE COLLEGE—Robert Harrington, Professor; Award Winner Bettye Leistner; Paul F. Muse, Chairman, Department of Business . . . THE UNIVERSITY OF AKRON—Award Winner Lillian M. King; Audra Tucker, Associate Professor; Chester T. McNeerney, Dean, College of Education . . . UNIVERSITY OF OKLAHOMA—Award Winner Barbara E. Teel; Charles Walker, Instructor . . . UNIVERSITY OF PUERTO RICO—Augusto Bobonis, Dean, College of Education; Award Winner Noemi Garcia; Rosa A. de Villaronga, Supervisor, Business Education.

Mary Goldal, State Teachers College (Mayville); Jeanie Nordgaard, North Dakota State Teachers College (Valley City); Connie G. Hughes, Ohio Northern University; Lillian M. King, The University of Akron; Marjorie Lovensheimer, Ohio University; Marjorie Bihary, Bowling Green State University; Richard Clafin, The Ohio State University; Charlene Sullivan, University of Dayton; Lillian Robinson, Findlay College; Barbara B. King, Kent State University; Kay Irwin, Miami University; Dianne Sears, Wittenberg University; Gertrude C. Shanteau, University of Toledo; Max Lively, Northwestern State College; Sylvia Myatt, Oklahoma College for Women; Ann Payne, Central State College; Barbara E. Teel, University of Oklahoma; Carol Greiner, Oklahoma State University; Judith Wriston, University of Tulsa; Diane Lohman, Oregon State College; Carol Eskola, University of Oregon; Dale Gardner, Bloomsburg State College; Helen Kelly, College Misericordia; Letha Morton, Thiel College; Janice Hennon, Grove City College; William Mingle, Pennsylvania State College; Barbara R. Kart, Temple University; Vikienne Heinricher, Carnegie Institute of Technology; Thelma Milcic, Duquesne University; Simon Kern, University of Pittsburgh; Natalie Stebelsky, Marywood College; John Atella, State College (Shippensburg); Sandra Chuto, The Pennsylvania State University; Dorothy Ford, Wilkes College; Naomi Garcia, University of Puerto Rico; Rhoda Ostrow, University of Rhode Island; Eleanor S. Carson, Columbia College; Carolyn Wingate, University of South Carolina; Ruby Kay, Erskine College; Darlene Newell, Lander College; Peggy Smith, Coker College; Hiram Spain, Jr., South Carolina State College; Bernice Farmer, Winthrop College; Gale Shoemaker, Northern State Teachers College; Jane Boles, University of South Dakota; Verna S. Frey, Tennessee Polytechnic Institute; Shirley McElyea, Union University; Gloria Cody, East Tennessee State College; Judith Compton, Memphis State University; Sharon Brooks, Middle Tennessee State College; Anna Marsh, George Peabody College for Teachers; Anita Merritt, Tennessee Agricultural and Industrial State University; Janie Meyer, The University of Texas; Jayne G. Larsen, West Texas State College; Ruth Cross, East Texas State College; Murl K. Howard, North Texas State University; Glenda B. Simmons, Texas Women's University; Elsie P. Plunkett, University of Houston; Evelyn Pillsbury, Sam Houston State Teachers College; Nina Barr, Texas Technological College; Jessie Reece, Prairie View Agricultural and Mechanical College; Mary Baxter, Baylor University; LuWana Johnson, Utah State University; Jacqueline S. Christensen, Brigham Young University; Anna L. Olsen, University of Utah; Joanne B. Edwards, The University of Vermont; Charles Rawlins, Virginia Polytechnic Institute; Addie Perry, Hampton Institute; Lula Dickenson, Madison College; Lillian Pride, Virginia State College; Betty Whitenack, Richmond Professional Institute; Frances Hegdahl, Western Washington College of Education; Ronald Vehrs, Eastern Washington College of Education; Orene L. Harder, Washington State University; Lloyal Pearson, University of Washington; Mary Cunningham, Concord College; Robert Zich, West Virginia Wesleyan College; Bobbie Williams, Marshall College; Ardhith McClung, West Virginia Institute of Technology; Anne Kramer, Edgewood College of the Sacred Heart; Barbara Annear, The University of Wisconsin; Sharon Butenhoff, Marquette University; Robert Hille, Wisconsin State College; Jane Metzler, The University of Wyoming.

# The Eastern Region News Exchange

Published by the Eastern Region of the United Business Education Association

Volume I

November 1961

Number I

## An Invitation to the BUSINESS EDUCATION CONFERENCE

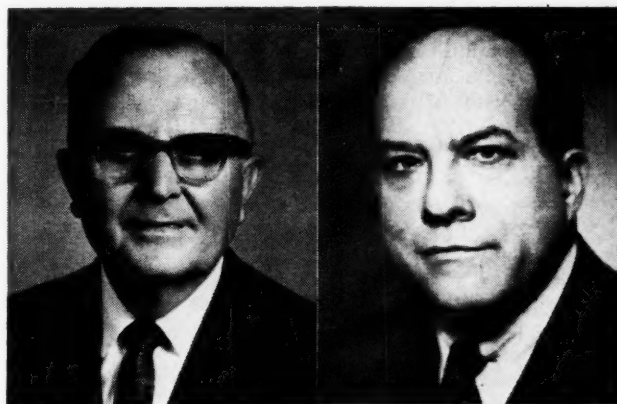
Possibly, there has never been a time when the demands for cooperative efforts in all spheres of our society have been more keenly felt than they are at present. It seems that this is also very true of our professional field of business education. The identification in more precise statements of the objectives of the school, the introduction of new techniques and equipment in the workplace, and the full import of what it means to "prepare the student not only for today but for tomorrow" require that we work in close harmony with many others who share educational responsibilities. Gone is the day when we can stay as departments unto ourselves. Gone is the day when the experience we gained in business  $x$  years ago is sufficient to interpret what is happening today. Gone is the day when concern for the skills of business is adequate for preparing our young people.

Indeed these are different times with new demands. We think the Business Education Conference scheduled for November 24 and 25, in New York, New York, reflects our concern with these new demands that face us as we teach business subjects at the junior high school, high school, junior college, and college levels. We think this is a conference that all business teachers, and others with whom they work, will find rewarding and professionally inspiring. A group of eminent business educators in high schools and colleges has assumed the task of planning seminars that deal with crucial concerns—with business education's relationship to guidance, to administration, to the job demands of the modern office, to the needs for developing economic understandings, and to the changes that follow automation. This Conference will provide you with an opportunity to hear firsthand from school administrators, guidance counselors, businessmen, technical experts in automation, and economists about our mutual interests. There will also be opportunities for clarification of ideas and discussion of them.

We extend to all business teachers, and the administrators and guidance counselors with whom they work, a cordial invitation to attend the Second Annual Business Education Conference sponsored by the Eastern Region of the United Business Education Association that has as its theme, "Guidance, Education, and Business Working Together." We hope we shall have the pleasure of greeting you at the opening session. MARY ELLEN OLIVERIO, *Chairman*, ERUBEA Governing Board

### A Message from the Chairman

The Second Annual Conference sponsored by ERUBEA will be held at the Sheraton-Atlantia Hotel in New York, New York. The conference will open at 9:00 a.m., on Friday, November 24, and continue until mid-afternoon on Saturday, November 25. Harvey A. Andruss will speak on "The Struggle for Survival" at the opening session. Merryle Stanley Rukeyser, featured speaker at the Saturday luncheon, has selected "Educating Youth for American Opportunity" as the topic for his address. Two additional general sessions have been scheduled for the summary reports of the chairmen.



HARVEY A. ANDRUSS

MERRYLE S. RUKEYSER

• Harvey A. Andruss, president of Bloomsburg (Pennsylvania) State College, will give the keynote address at the Business Education Conference. Dr. Andruss began his professional career as a business teacher in Oklahoma. He has taught at Northwestern University and at the college where he is the current administrative head. Dr. Andruss was selected by the National Education Association Project on the Academically Talented Student and the United Business Education Association to represent administration in higher education at the 1960 Conference on Business and Economic Education for the Academically Talented Student in the American Secondary Schools.

• Merryle Stanley Rukeyser, a professional lecturer and newspaper columnist, will address the participants at the luncheon session of the Business Education Conference. Mr. Rukeyser is president of the New Rochelle (New York) Board of Education. In the role of a professional speaker, Mr. Rukeyser talks on practical economic topics such as "Investing for Today and Tomorrow," and "What's Ahead for the U.S.A." His syndicated newspaper column, "Everybody's Money," is well known from coast to coast. Mr. Rukeyser taught financial journalism at Columbia University for 17 years and is currently a business consultant.

Another feature of the program is a series of seminar meetings in the following areas: Guidance and Business Education Cooperate, School Administrators and Business Education Work Together, Our Graduates As Viewed by Businessmen, The Business Teacher's Role in Economic Education, and Automation and Its Influence on Business Education.

The chairmen of seminar groups and committees include Alvin Graham, Mamaroneck, N. Y.; Mary Honcharik, Ithaca, N. Y.; Melvin Morgenstein, New York, N. Y.; Herbert Yengel, Rockville Centre, N. Y.; Fred Rossomando, New Haven, Conn.; Mary Sahara, New Rochelle, N. Y.; and Herbert Tonne, New York, N. Y. Serving on the central committee are Edwin R. Bowman, New Rochelle, N. Y.; LeRoy Brendel, Hempstead, N. Y.; James G. Brown, Washington, D. C.; Clarence Schwager, Greenwich, Conn.; Vern Frisch, New Rochelle, N. Y.; Jeanne Skawinski, Plainville, Conn.; Milton Olson, Albany, N. Y.; and Mary Ellen Oliverio, New York, N. Y. The central committee met on October 13 for its final pre-planning session.—LOUIS C. NANASSY, *General Chairman*, ERUBEA Conference

# The Mountain-Plains News Exchange

Published by the Mountain-Plains Business Education Association, a Region of UBEA

Volume 10

November 1961

Number 1

## A Message from the President

The Mountain-Plains Business Education Association celebrated its tenth anniversary last summer at a gala birthday party during the convention held in Albuquerque. Over this short span of time, MPBEA has strived constantly to serve its members and to assist them in developing fine programs of business education within the nine states making up the region. Active leadership during these years has provided an outstanding professional convention each year, the publishing of a service bulletin for members each of the past four years, and the establishing of a speakers bureau for state business education meetings within the region. At the next convention, June 14-16, in Kansas City, Kansas, another mark of achievement will be added to the record. MPBEA will offer a leadership conference. The conference will precede the regular convention program. The executive board appointed John E. Binnion chairman of a committee to develop this conference. F. Kendrick Bangs and Ramon P. Heimerl will serve with him.

My position as president of MPBEA is affording me many pleasures. One of these was attending the convention planning meeting held late in August in Kansas City. I thoroughly enjoyed meeting the enthusiastic members of Donald Wilson's local arrangements committee and was very impressed with the fine convention facilities at the Town House Hotel. C. C. Callarman's plans for the program showed indications that all business teachers will find interest in and gain benefit from this professional meeting.

A constantly growing membership is vital to the future success of our organization. Ralph Reed and his committee have worked faithfully and tirelessly to reach our 1700 membership goal. Your support is needed to help MPBEA continue to grow.—AGNES KINNEY, *President*, Mountain-Plains Business Education Association.

## Here and There

Agnes M. Kinney, South High School, Denver, Colorado, was elected president of the Mountain-Plains Business Education Association at the annual meeting in Albuquerque, New Mexico, on June 15-17. Other officers elected are Faborn Etier, University of Texas, Austin, vice-president; E. P. Baruth, McCook (Nebraska) Junior College, treasurer; and Thelma Olson, University of South Dakota, Vermillion, executive secretary. The 1962 convention has been scheduled for June 14-16, at Kansas City, Kansas. Donald E. Wilson, Shawnee Mission East High School, Prairie Village, Kansas, is the arrangements chairman and C. C. Callarman, West Texas State College, Canyon, is the program chairman.

**Along the Trail . . .** H. L. Palmer retired as chairman of the Department of Business Education at Southeastern State College, Durant, Oklahoma, this past summer. Linnie Ruth Hall has been appointed to succeed him. . . . New staff members in the Division of Business and Business Education at Kansas State Teachers College, Emporia, are Retha Hoover and Marc Marcellus. . . . Kenneth J. Hansen, Colorado State College, Greeley, has completed a revision of the book, *Progressive*



**MPBEA PLANNING SESSION . . .** This group met in Kansas City to plan for the 1962 Convention. (Standing) C. C. Callarman, West Texas State College, Canyon, convention program chairman; Thelma Olson, University of South Dakota, Vermillion, executive secretary; E. P. Baruth, McCook (Nebraska) Junior College, treasurer; (seated) Donald Wilson, Shawnee Mission East High School, Prairie Village, convention chairman; and Agnes Kinney, South High School, Denver, Colorado, president.

**Typewriting Speed Practice. . . .** L. Curtise Wood of the University of Wichita, Kansas, spent two months in Washington, D. C., during the summer doing research for the Social Security Administration on the effect of automation on labor. . . . I. N. Bowman, retired from the Navy, has joined the staff of the School of Business, The University of Kansas, Lawrence. . . . Arthur Wickman, head of the Department of Economics at the University of Wichita, Kansas, has returned from India following a two-year leave of absence. . . . Lloyd L. Garrison, assistant dean at Oklahoma State University, Stillwater, has been selected as the recipient of the outstanding teacher award in the College of Business this spring. Dr. Garrison was a guest lecturer in the business education graduate programs at the University of Colorado and the University of Denver last July. . . . Jerry Cotter and Robert C. Rieke have been appointed assistant professors of administration at the University of Wichita. . . . Gordon Culver resigned his position in business education at Oklahoma State University, Stillwater, to accept a position at the University of Nebraska, Lincoln. Dr. Culver replaces Wayne House, who is the new chairman of the Department of Business Education at The Pennsylvania State University, University Park. . . . Thelma Olson has joined the staff in the School of Business at the University of South Dakota, Vermillion. Miss Olson taught at Brookings (South Dakota) High School prior to this year. . . . Recent business graduates from the University of Kansas, Lawrence, who have accepted teaching positions, include Sharon Shineman, Trego County Community High School, WaKeeney, Kansas; Doris McLanahan, Leavenworth (Kansas) Senior High School; Byron Harmony, West



Caldwell, New Jersey; and Janet Romans, Sedgwick County Campus High School. . . Addie Mae Pettit is teaching at Eastern Oklahoma A & M College, Wilburton. . . The following former students at the University of Nebraska have accepted new positions for 1961-62: Marion Rist from Auburn High School to Beatrice Senior High School; Richard Hawes from Wahoo High School to Hastings High School; and Luella Van Vleck from Bloomfield High School to Ashland High School. . . Donald Nelson has accepted a position as instructor in the Department of Business Education at the University of Nebraska, Lincoln. . . Charles H. Prior joined the staff at Lamar (Colorado) Junior College in September 1961. . . Billie D. Holcomb has started a two-year assignment at the Territorial College of Guam. . . Leonard Sheffield has joined the teaching staff in the Department of Business Administration, Kansas State College of Pittsburg. . . Several members of the faculty at Oklahoma State University, Stillwater, served on the writing committee for a portion of the new publication, "Business and Economic Education for the Academically Talented," which is being released this month by the NEA Project on the Academically Talented Student and the United Business Education Association. They are Eugene Swearingen, Andrew Holley, Robert Lowry, Joseph Klos, Clayton Millington, and Helmer Sorenson. . . The current Mountain-Plains representatives to the UBEA Executive Board are Gerald A. Porter, University of Oklahoma, Norman; F. Kendrick Bangs, University of Colorado, Boulder; and Ralph Reed, Central State College, Edmond, Oklahoma. . . Dorothy Travis, Central High School, Grand Forks, North Dakota, is chairman of the UBEA Publications Committee for 1961-62. . . UBEA editors for the current year include Faborn Etier, The University of Texas, Austin; F. Kendrick Bangs, University of Colorado, Boulder; John L. Rowe, University of North Dakota, Grand Forks; Ruth Anderson, North Texas State University, Denton; and Kenneth J. Hansen, Colorado State College. . . Chairman of FBLA State Committees are Richard Reichert, Kansas State Teachers College, Emporia; Derrell Bulls, Eastern New Mexico University, Portales; Gerald A. Porter, The University of Oklahoma, Norman; and Vernon V. Payne, North Texas State University, Denton. . . FBLA national officers include Neil Roach, Kansas State Teachers College, Emporia, College Division vice-president; and Eunice Rogers, Lebo High School, Lebo, Kansas, vice-president representing the Mountain-Plains Region.

**New Degrees** . . . M. J. Little, Kansas State College of Pittsburg, has received a doctoral degree from the University of Arkansas, Fayetteville. . . Persons receiving doctoral degrees from the University of Oklahoma, Norman, include Venetta B. Kell, Arizona State College, Flagstaff; Charles R. Walker, University of Oklahoma; Lois Adele Thompson, Kansas State College of Pittsburg; and Geraldine Ebert, Eastern New Mexico University, Portales. . . The following persons completed master's degrees in business education at Kansas State College of Pittsburg during the past summer: Sister M. Bonaventure Burns, Hutchinson, Kansas; Elmer G. Geller, Jeanette Nesser, and Robert Zilliox, Joplin (Missouri) Senior High School, Jacqueline A. Hunt, Broadmore Junior High School, Shawnee Mission, Kansas; Will E. Jacobs, Wellsville (Kansas) High School; and Charles Lee Oberzan, Everest (Kansas) High School. . . Jack Robertson, assistant professor of economics at the University of Louisiana, was granted the Ph.D. degree at Tulane University of Louisiana, New Orleans, during the past summer. . . The following persons received master's degrees in business education at

Oklahoma State University, Stillwater, on August 5: Betty Louise Crowe, Robert Raymond Garrett, Peggy Ellen Groover, Jo Anna Hibler, Janie Louise Jones, Jimmie R. Mihura, Carole Sue Minter, Shirley Wirick Stoabs, and Erma Louise Thomas. . . A. F. Knapper was granted a doctoral degree at the State University of Iowa, Iowa City, and has returned to The University of Kansas, Lawrence, for the 1961-62 school year. . . The following persons received master's degrees at the University of Nebraska, Lincoln, this year: Helen Kofoid, Irving Junior High School, Lincoln, Nebraska; Kenneth Kasparek, South Sioux City, Nebraska; and Vernon Linnaus, Elgin, Nebraska.

**Graduate Study** . . . Dorothy Hazel has returned to the University of Nebraska, Lincoln, after spending the past year working toward the doctoral degree at the University of Kentucky, Lexington. . . Lee Thayer of the University of Wichita, Kansas, has been granted a year's leave of absence to work toward a doctoral degree. He has been granted a Danforth Fellowship. . . Alice Yetka, who teaches at Colorado State College, Greeley, was on leave last summer working on a doctoral dissertation. . . Stephen Butcher is on leave from Kansas State Teachers College, Emporia, attending Indiana University, Bloomington, where he will complete his course work for a doctoral degree. . . Melvin Anderson is on leave from Kansas State Teacher's College, Emporia, attending the University of Arkansas, Fayetteville, working toward a doctoral degree.

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**Oregon** (Cont. from page 32)

Oregon, Eugene, will present an illustrated talk on her teaching experiences in Korea at the Friday evening session. Saturday will be devoted to workshop sessions in audio-visual equipment in business education.

(*Ted Ivarie, Salem, is UBEA membership chairman for Oregon.*)

**EASTERN REGION****Connecticut**

The 1961-62 officers elected by the Connecticut Business Educators' Association are William F. Clynes, Old Saybrook High School, Old Saybrook, president; Josephine Cribbins, Amity High School, Woodbridge, vice-president; Josephine Crump, Westbrook Junior-Senior High School, Westbrook, secretary; and Helen Binkowski, Southbury High School, Southbury, treasurer. Elvin S. Eyster, Indiana University, Bloomington, keynoted the May 13 program at New Haven by speaking on "The Importance of Teaching Economic Concepts." Panel members discussing economic concepts included Milton Olson, State University of New York College of Education at Albany; Charles Petitjean, University of Bridgeport; and Viola Fedorezyk, University High School, Storrs. Other program speakers included The Honorable Richard C. Lee, Mayor of the City of New Haven; Ann Wheeler, Stone College, New Haven; and Catherine Barry, Plainedge High School, Massapequa, New York.

(*Jeanne Skawinski, Plainville High School, Plainville, is UBEA membership chairman for Connecticut.*)

**New Jersey**

The president of the New Jersey Business Education Association elected for 1961-62 is Florence Adamo, Vineland High School, Vineland. Other officers elected at the spring meeting of the association are Anthony Jannone, East Side High School, Newark, first vice-president; Margaret Morrison, Union High School, Union, second vice-president; Irene Alliot, Snyder High School, Jersey City, secretary; and Anne Diehl, Trenton Central High School, Trenton, treasurer. Board members of the association include Ruth Freed, Wildwood High School, Wildwood; Alvin Weitz, Bayonne High School, Bayonne; Gloria Seitz, Rider College, Trenton; and Jane Allen, Hamilton High School East, Trenton. Persons on the program of discussion groups for the April

29 meeting in Trenton included Leonard Kittner, Pennsville Memorial High School; John Pendery, South-Western Publishing Company, Inc., Cincinnati, Ohio; Ruth Freed; Dorothy M. Goff, Rancocas Valley Regional High School; Fred C. Archer and Joan Sivinski, Gregg Publishing Division, McGraw-Hill Book Company, Inc., New York; William Bux, Princeton High School; Frances Ambruster, Burlington High School; Marjorie Simpson, Triton Regional High School; Charles Boardman, Woodstown High School; Thomas B. Maier, Pitman Publishing Corp., New York; and Armond Farrara, Upper Freehold Township High School.

(*Howard Haas, Montclair State College, Upper Montclair, is UBEA membership chairman for New Jersey.*)

**Tri-State**

The annual convention of the Tri-State Business Education Association will be held on Friday evening, November 3, and Saturday morning, November 4, at the Webster Hall Hotel in Pittsburgh, Pennsylvania. This year's convention theme is "Challenges Ahead in Business Education." The program includes a panel on "Preparing Students for Modern Industry." Participants and their topics are H. E. Ross, Manager, Pittsburgh Education Center of International Business Machines Corporation (automation); Anne Guckenberger, Office Manager, United States Steel Corporation (economic literacy); and Frank Poland, Director, Education and Training, Weirton Steel Company (human relations). Individual sessions will be held on major subject areas with the following speakers: Frank E. Liguori, University of Cincinnati, Cincinnati, Ohio (typewriting); Rosemarie Cibik, Point Park Junior College, Pittsburgh, Pennsylvania (shorthand); M. Herbert Freeman, Montclair State College, Upper Montclair, New Jersey (bookkeeping); Herman G. Enterline, Indiana University, Bloomington (general business); and Bernadine Meyer, Duquesne University, Pittsburgh, Pennsylvania, (communications). The convention closes with a luncheon at which Ed Conway, a Tri-State area television personality, will speak. John F. Cord, Stowe Township High School, McKees Rocks, president of the association, will preside at the meeting.

**Maryland**

The third spring meeting of the Maryland Business Education Association was held at High Point High School in Prince

Georges County on April 29. The success of these first three meetings indicates the firm establishment of the spring conference as a part of the association's program. The conference is in addition to the regular fall meeting of the group. William S. Schmidt, Superintendent of Schools, Prince Georges County, keynoted the conference with an interesting talk on "Human Relations in the Classroom." Consultants for group meetings were Gilbert Kahn, East Side High School, Newark, New Jersey (bookkeeping); Madeline S. Strony, McGraw-Hill Book Company, Inc., New York, New York (shorthand); D. D. Lessenberry, University of Pittsburgh, Pennsylvania (typewriting); Maurice Schreiber, Eastern High School, Baltimore, and Edwin J. Mitchell, American Instrument Company, Washington, D. C. (general business); and Mary Tronsue, Edmondson High School, Baltimore, and Helen Reimuller, Baltimore City Schools (office practice).

**SOUTHERN REGION****Virginia**

Hamden L. Forkner, professor emeritus of Teachers College, Columbia University, will address the Virginia Business Education Association on "What the Future Holds in Business Education." The occasion is the semi-annual meeting of the association on the morning of November 3 in Richmond. Officers of the association are Eunice Smith, Christiansburg High School, Christiansburg, president; Earl Bracey, Norfolk College of William and Mary, Norfolk, president-elect; Ray Hooper, Virginia High School, Bristol, vice-president; Elnora Overley, Richmond Professional Institute, Richmond, secretary; and Pela Bobbitt, George Wythe High School, Richmond, treasurer.

(*Marguerite Crumley, Virginia State Department of Education, Richmond, is UBEA membership chairman for Virginia.*)

**Mississippi**

The Mississippi Business Education Association has selected a steering committee to work with the Mississippi State Department of Education in planning a complete revision of the state school bulletin on business education. S. A. Brasfield, director of the Division of Instruction, and the steering committee then selected a group of outstanding business teachers representing high schools, junior

(Please turn to page 42)

# FBLA forum

For Sponsors and Advisors  
of FBLA Chapters

## First Place in FBLA Public Speaking

*The Ohio State Chapter of the Future Business Leaders of America, represented by Rosemary Meade, Fairborn High School, Kettering, received first place in the Public Speaking Event at the 1961 FBLA National Convention in Washington, D. C. Public speaking is one of the 16 FBLA events designed to prepare young adults for careers in business.*

### And I Shall Come Forth . . .

A young minister was giving his first sermon. He had worked for months planning this sermon and he was sure he knew every word perfectly. When he had concluded the main part of his sermon, he started to end it with a quotation from the Bible. He stepped forward away from the pulpit and with a strong, clear voice said, "And I shall come forth . . ." but he couldn't remember the rest of it. He straightened his tie, regained his composure, and said, "And I shall come forth . . ." but he still couldn't remember the rest of it. By this time he was really embarrassed. So he decided that if he tried it with a little more force that maybe, just maybe, he could remember it. So he wiped his brow and again said, "And I shall come forth . . ." Well, this time he did! He unconsciously stepped out too far and landed right in the lap of a little old lady sitting in the first row. He quickly pulled himself together and started trying to apologize to the little old lady. But she would have none of it. She said, "No, son, you don't owe me an apology—you warned me three times you were coming and I just sat here!"

I believe the experience this young minister had can somewhat be applied to us. We have studied hard and long—at times we feel we know our "sermon" perfectly; now it is time for us to "come forth." But let us hope that we come forth a little more poised and prepared than did our young minister.

In no period in our history has the nation needed skilled leaders as it does today. We have just stepped over the threshold of an excitingly new, intensely competitive, and bewilderingly complex era—a time in which the success or failure of *entire industries* will turn on the degree of drive, imagination, skill, and knowledge which the leaders of those industries bring to bear on the problems they will encounter.

All executives face the fundamental challenge of *succeeding or failing*. To succeed, a person needs sound skill in decision making; a person must provide the leadership drive necessary to carry himself and his organization forward. The man who gets ahead in business is the one who can function effectively within the framework of an organization and with its system of values. He must adjust readily to the needs and demands of the business and also make it an essential characteristic of his own personality.

What exactly is leadership? Webster defines it simply as "the ability to lead, direct, and guide." Where modern measurement fails to define leadership, history offers some suggestions. Plato, for an example, conceived his ideal society as having



**FBLA SPEAKERS . . .** Members of the Future Business Leaders of America have many opportunities to speak before groups. They preside at meetings, lead discussion groups, present reports, and participate in other activities that contribute to poise and experience.

three classes—workers and slaves, guardians, and philosophers. In Plato's society the workers would draw up the plans and the philosophers would carry them out. Here we have a specific distinction between leadership and what we know as executives.

A leader and executive must undertake tasks with the feeling that he *can* master them. He should never display a negative attitude. To get ahead in business—to rise above the level of the great working mass—is an objective well worth striving for. It requires an alert mind on the job and off the job. It brings out all of one's ability and demands the development of certain positive qualities that may lie deep inside of a person. Having the right attitude toward your firm, your work, and yourself will do much to help you reach your goal. In addition to this, your good business manners—your ability to handle yourself in any situation, and your unfailing courtesy may well prove to be the decisive factors in fulfilling your fondest hope—to be on the top.

Other characteristics of a good leader are:

1. *Be flexible.* Today's world is constantly changing; we must be ready to change with it. Have a mind of your own, but be willing to listen to the ideas of others.
2. *Be realistic.* It is bad enough when we allow other people to fool us, but certainly far worse when we fool ourselves.
3. *Be willing to learn.* Respect the ideas of other people. We know very little compared to what there is to be learned.
4. *Respect yourself.* The poise you display in the presence of others is an important factor in personal advancement.
5. *Give credit to others.* Today's successful leaders give credit to other people freely and frequently.

We are truly living in a competitive world. We are living in a world where leaders are made, not born. Each day we must grasp the knowledge that is offered to us. We must prepare ourselves—prepare ourselves to the peak of perfection. Only in this way can we even hope to reach the top in business.

It has been said that the world is waiting for its leaders to catch up with it. Now, it is time for us to "come forth." We must come forth with the foresight of Lincoln, the knowledge of Washington, and the strength of Roosevelt.



**Mississippi** (Cont. from page 40)

colleges, and senior colleges to rewrite the bulletin. Central leadership and guidance have been provided by Dr. Brasfield and A. P. Bennett, director of High School Instruction for the State Department. Martin Stegenga, Mississippi Southern College, Hattiesburg, was selected as over-all coordinator of the project. The committee spent June 26-30 at Mississippi Southern College outlining plans for changes in the bulletin. Members of the group will continue to work for several weeks at home before the final rough draft is edited. Other members of the committee are Lytle Fowler, University of Mississippi, University; John Gibson, Delta State College, Cleveland; Katherine Reilly, Greenville Senior High School; Beatrice Hamill, Philadelphia High School, president of the MBEA; Mary Denson, Jackson Central High School, vice-president of MBEA; Margaret A. Huggins, Quitman High School; Elaine Graves, Perkinson Junior College, secretary of MBEA; Kathleen Arrington, Seminary High School; O. D. Link, district representative for the Gregg Publishing Division of McGraw-Hill Book

Co., Inc.; and Ray Faulkenberry, district representative of South-Western Publishing Company.

(Mabel Baldwin, Mississippi Southern College, Hattiesburg, is UBEA membership chairman for Mississippi.)

**MOUNTAIN-PLAINS REGION****Greater Houston**

Officers of the Greater Houston Business Education Association for 1961-62 are Lucile J. Campbell, Milby Senior High School, president; Eddie Ethel Hunt, Reagan Senior High School, vice-president; Patt Gatlin, San Jacinto Senior High School, secretary; and Ruby J. Smith, Furr Junior-Senior High School, treasurer. The next meeting of the association is scheduled for November 14.

**Nevada (Northern)**

"Economics for Business Teachers" was one of the major topics for discussion at the spring meeting of the Northern Nevada Business Education Association on April 29, in Reno. Discussion by the participants included the importance of economics in the high school. Teachers pres-

ent at the meeting told of what they are doing on this important subject. A panel composed of prominent businessmen of the area, discussed their impressions of the quality of students entering local businesses. Edward Viette, University of Nevada, Reno, delegate to the UBEA Representative Assembly in Spokane, Washington, April 6-8, reported on the Assembly and the convention of the Western Business Education Association.

**Nebraska**

Shirley L. Andersen, Grand Island Senior High School, Grand Island, has been elected president of the Nebraska Business Education Association. Other officers for 1961-62 are Elizabeth Sack, Blair High School, Blair, first vice-president; Wilma Sawyer, Beatrice High School, Beatrice, second vice-president; Viola Golson, Kimball County High School, Kimball, recording secretary; Jim Van Marter, Holdrege High School, Holdrege, corresponding secretary; and Vernon Linnaus, Elgin High School, Elgin, treasurer. (Charlotte Gruber, University High School, Lincoln, is UBEA membership chairman for Nebraska)

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► Many of the questions directed to persons in business education concern typewriting in the junior high school years. The answers to these common questions are often difficult or impossible to determine because of a paucity of reliable data. To focus attention on typewriting in the junior high school, and to supply some data on the subject, the 1959-61 Administrative Committee of the UBEA Research Foundation conducted a limited status survey on a national scope. The survey was directed by the secretary, George Anderson of the University of Pittsburgh, with the counsel of Mary Ellen Oliverio of Teachers College, Columbia University, and John H. Moorman of the University of Florida, president and vice-president of the Foundation. State directors appointed by the Committee assisted with the survey.

Some of the findings of the survey are presented here. The background against which this report is projected is not included because of space limitations. It will be helpful to keep in mind as we read the questions included in this report that the enrollment in the junior high school years (grades 7, 8, and 9 in 1959-60) is over 8 million and outnumbers by 36 per cent the senior high school enrollment; that the public junior high school enrollment is increasing at a rate more rapidly (9.4 per cent in 1959-60) than the other grades in the secondary school; that the UBEA Research Foundation's survey, based on data for 1958-59, includes replies from 2,061 of the 4,996 separate junior high schools and from some combined junior-senior high schools (6-6) and some traditional high schools (8-4); that the junior high school, as an organizational unit, is changing rapidly and is not always clearly defined or understood; and that studies attempting to determine practices in use in any subject offered in the junior high school become so involved that the results are often difficult to interpret. The 16 questions included in the survey of the UBEA Research Foundation and a brief summary of the replies follow:

● In what grades is typewriting offered in the junior high school? Ninth grade, 91%; eighth grade, 37%; seventh grade, 8%. (Note: Multiple objective question permits a percentage total of more than 100.)

● How many semesters is typewriting offered in the junior high school? One semester, 22%; two semesters, 71%; three semesters, 2%; four semesters, 5%. Five per cent of the junior high schools offer typewriting in summer sessions.

● How many periods a week is typewriting offered in the junior high school? Five periods, 84%; four periods, 2%; three periods, 5%; two periods, 6%; one period, 3%.

● What is the length of class period in minutes? 40-44 minutes, 7%; 45-49 minutes, 19%; 50-54 minutes, 35%; 55-59 minutes, 32%; 60-70 minutes, 7%.

● How many students are enrolled in typewriting in the junior high school? Of the 2,061 junior high schools included in the survey, 699 (34%) reported that typewriting is offered and that the total enrollment is 121,958. The distribution by grades was seventh grade, 8%; eighth grade, 27%; ninth grade, 65%.

● Did the enrollment in typewriting in the junior high schools increase or decrease compared with the previous year? Increase, 71%; decrease, 22%; no change, 7%.

## HEADQUARTERS NOTES

- Is typewriting in the junior high school elective for all students? Elective, 73%; elective but not available to some students because of lack of facilities, equipment, and other reasons, 24%; required, 3%.
- How many years has typewriting been offered in your junior high school? 1-10 years, 72%; 11-20 years, 8%; 21-30 years, 8%; 31-40 years, 12%. Fifty per cent of the schools reported five years or less; 33%, three years or less; 8%, the first year.
- What are the objectives of typewriting in the junior high school? Personal use, 91%; prevocational, 43%; vocational, 13%; other, 13%.
- What are the achievements of students enrolled in typewriting in the junior high school? The reports were expressed in terms of many variables which made it impossible for the committee to prepare a summary that presented significant facts.
- What factors lead to the introduction of typewriting in the junior high school? The six factors listed most frequently in order of occurrence are: students need typewriting for personal use, 12%; student interest and need, 10%; demand, 8%; exploratory, 8%; requested by parents, 7%; administrative decision, 6%. In addition, 31 other factors were listed by the schools reporting.
- What topics or units in addition to keyboard control are emphasized in typewriting in the junior high school? Of the 21 topics or units listed, those most frequently reported are: business letters, 63%; manuscript writing, 49%; tabulation, 40%; letters for personal use, 36%; centering problems, 32%.
- What types of textbooks are used in typewriting in the junior high schools? Most of the textbooks currently available are in use. Many of the junior high schools which listed the vocational objective use a textbook designed for teaching typewriting for personal use.
- If a textbook is not used, what materials are used for instructional purposes? Teacher-prepared duplicated sheets consisting of keyboard presentation, skill-building drills, materials from pamphlets and reports; materials produced by the student in other classes, brought from home, and the like.
- What is the certification of the teachers of typewriting in the junior high school? Business education subjects, 69%; typewriting, 19%; other subjects in the junior high school but not in business education subjects or in the one subject of typewriting, 12%.
- Are students who complete typewriting in the junior high school required to repeat typewriting in the senior high school? No, 73%; yes, 27%. In general, those students who take typewriting for one semester only are required to repeat beginning typewriting when they enroll in a typewriting class in the senior high school.

The complete report, highly interesting and most worthwhile, will be available soon. The release date will be announced in a future issue of BUSINESS EDUCATION FORUM.

Hollis Guy, Executive Director of UBEA



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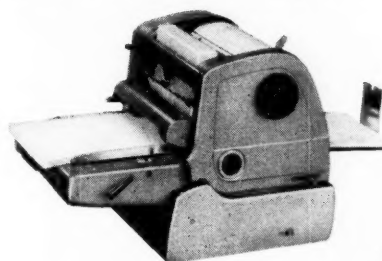
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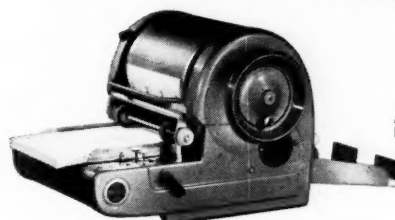
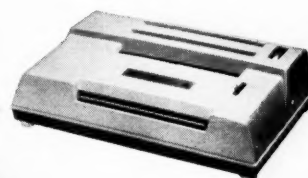


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